BARNES' LANGUAGE LESSONS

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BARNES'

LANGUAGE LESSONS

OR

SHORT STUDIES

IN

ENGLISH

(*ENLARGED*)



Illustrated

NEW YORK ·:· CINCINNATI ·:· CHICAGO
AMERICAN BOOK COMPANY

BARNES'

PICTURE LESSONS

IN ENGLISH

OR

SHORT STUDIES

PART I

(*ENLARGED*)



Illustrated

NEW YORK ·:· CINCINNATI ·:· CHICAGO
AMERICAN BOOK COMPANY

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Teachers who believe that pupils should learn to express their thoughts with ease and rapidity, either orally or in writing, will heartily welcome this little volume.

Accustomed to the listless iteration of grammatical nomenclature, a great surprise awaits the teacher who faithfully tries to carry out the author's methods as here developed.

Nothing delights a pupil more than to be able to apply principles already learned, and when the successive steps are so gradual that he passes from one to another without difficulty, his delight is doubled.

Many a bright boy completes the course in our public schools, thoroughly familiar with all the technical details of the subject of grammar, but wofully deficient in ability to express his thoughts.

Believing that pupils ought to be able to apply the principles of any science as fast as learned, this volume aims to furnish the largest possible amount of work for the pupils' hands and eyes, and to prevent the committing to memory of abstract facts without knowing the reasons therefor.

The active, restless mind of the young pupil must be kept occupied; and if, in addition to such mental activity, the hands and eyes are kept employed, intellectual development is assured.

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It will be simply impossible for the pupil to go through this book, in the manner intended, without learning the use of Capitals, Punctuation, something of the structure of the English Sentence, and Letter-writing.

Each Language Exercise should be specially used to develop the principle learned in the previous section. No teacher will attempt to teach every thing pertaining to a written exercise in one lesson; but will first develop the subject matter of the lesson, and, incidentally, that of all previous lessons. In this way, each exercise will be a constant daily review of all matter previously learned.

Teachers are earnestly requested to carry out the ideas of the author by having all work done as directed. It will avail but little to go over the book, committing definitions, without applying the principles.

Vary the exercises by using the slate, paper, or blackboard; also by supplying other exercises similar to those given in the book.

Use pictures from other books, magazines, or papers, to give new thoughts and ideas. The ability to vary an exercise is a great accomplishment in a teacher.

The perceptive faculties of the mind must be stimulated and thoughts engendered, before facility of expression can be expected.

PUBLISHERS' NOTICE.

This book is now furnished in two parts, for the convenience of those who prefer to use them separately.

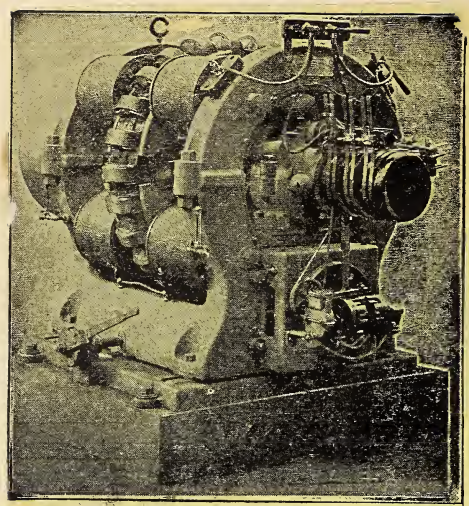
I. Picture Lessons in English (consisting of Part I.).

II. Working Lessons in English (consisting of Parts II. and III.).

Barnes' Short Studies in English.

The publishers respectfully call attention to the following points of superiority in this new and beautiful book:

1. It is the most beautifully illustrated and printed book on the subject ever issued in this country.
2. It contains all the technical grammar necessary for a pupil to know.
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4. It requires the learner to express his thoughts in connected sentences.
5. It contains no ungrammatical expressions.
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8. Its method embodies the best thought of the best writers and teachers, and is strictly inductive.
9. It interests the learner from the start to the close.
10. It is full of interesting picture stories *to be told by the pupil.*
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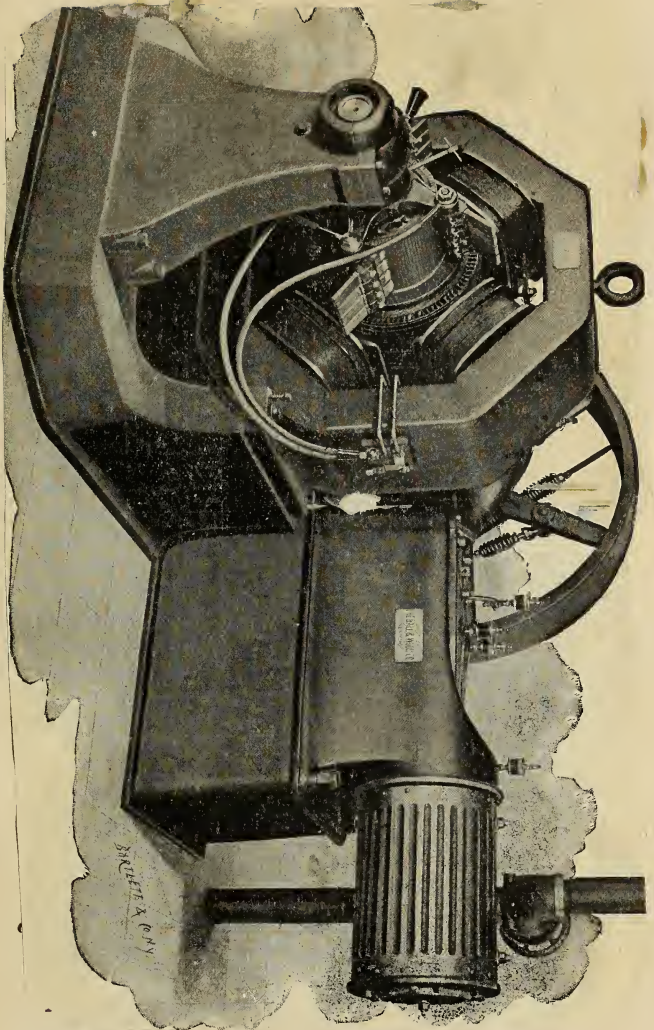
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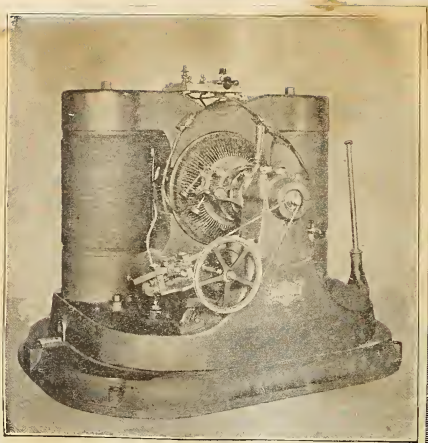
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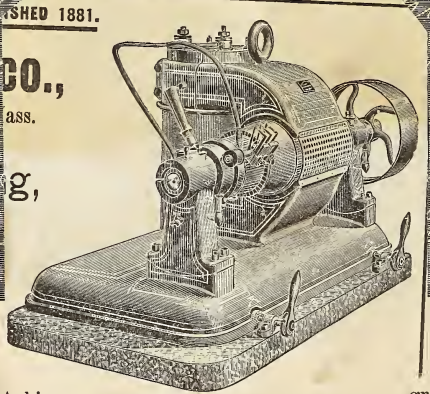




name-word.



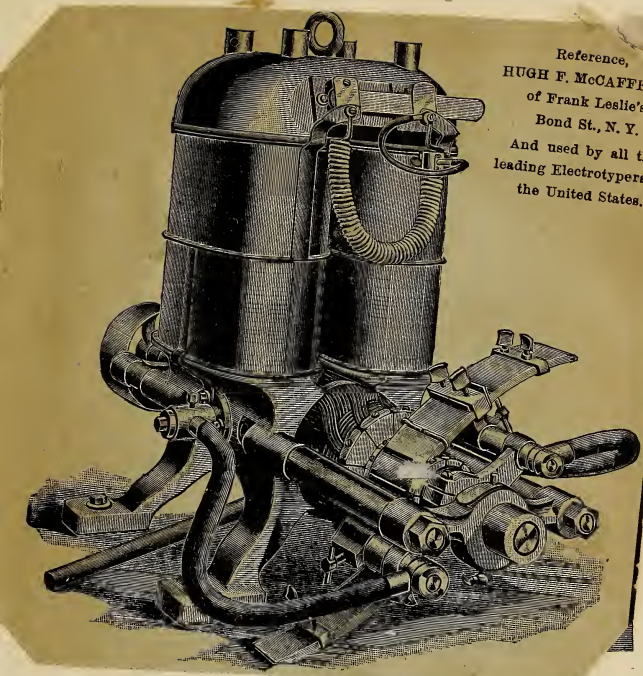
SERIES ARC DYNAMO.



1. A bird is in a cage. 2. The bird is green.

How many words are in the first group?
How many words are in the second group?

Reference,
HUGH F. McCAFFERTY
of Frank Leslie's,
Bond St., N. Y.
And used by all the
leading Electrotypers in
the United States.



You may write ten names that mean [illegible]*e.*

Exa

Wr [illegible] *e.*

Exa

Yo [illegible] *y, using*

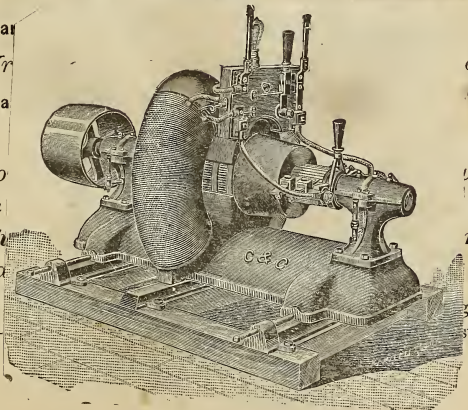
some [illegible] ***bushel,***

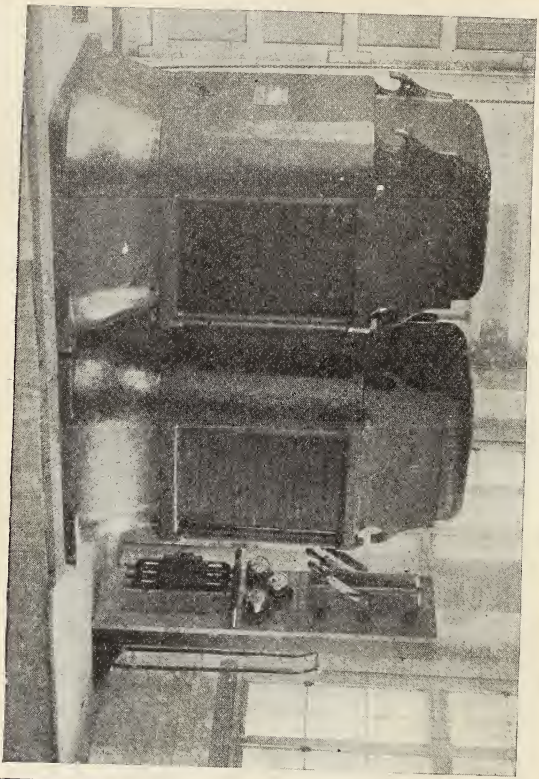
bush [illegible] ***niles,***—

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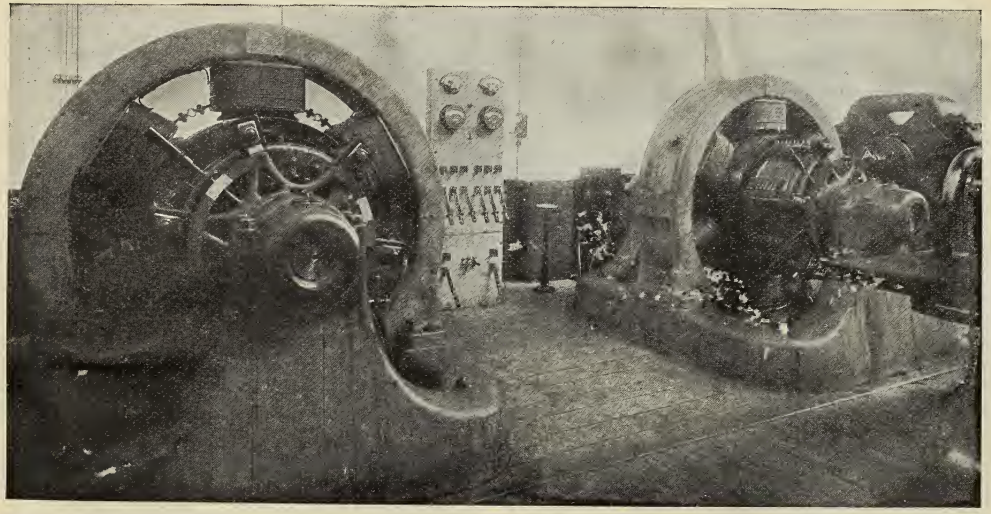


STEP-UP TRANSFORMERS AT THE NIAGARA END.

What is on the floor near them?

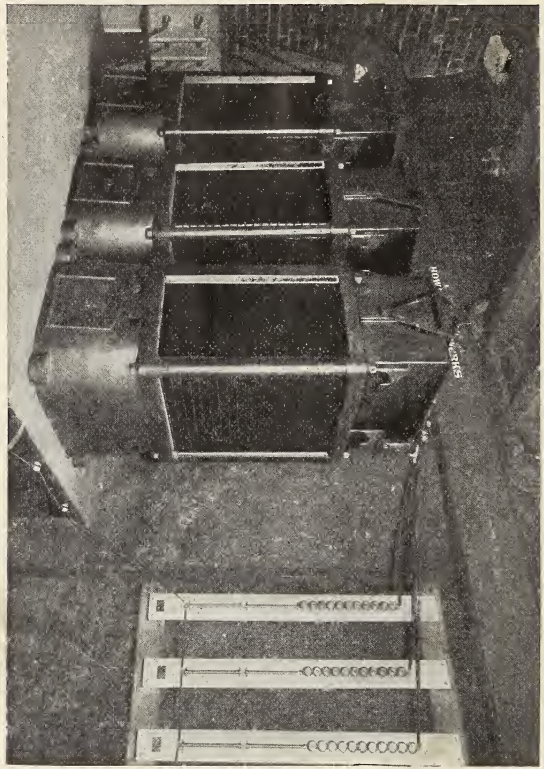
What have they been doing with the doll and the hoop?

These little girls are in the house.



ROTARY CONVERTER IN THE BUFFALO STREET RAILWAY'S POWER HOUSE.

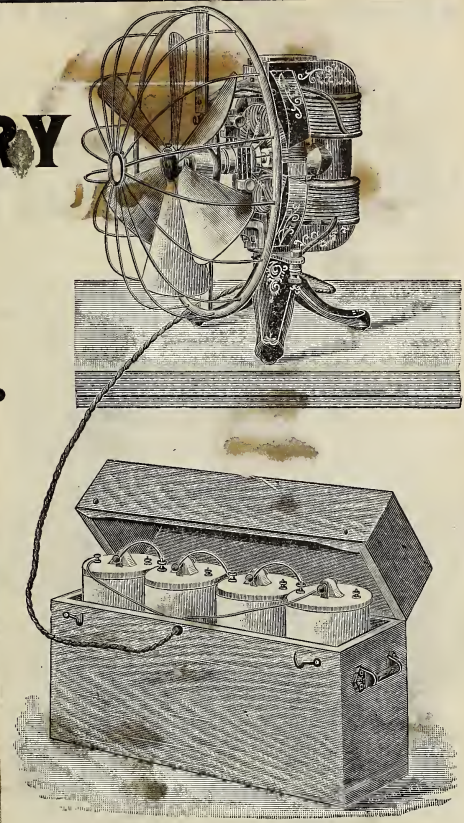
The horse is useful. My knife is very sharp.



STEP-DOWN TRANSFORMERS AT THE BUFFALO END.

called a **declarative sentence.**

Pupils should be very careful to commence each ***declarative sentence*** *with a* ***capital letter*** *and close it with a* ***period.***



The boy is looking at his wheelbarrow. The wheel is broken. The load was too heavy. He will throw the stones out and take the wheelbarrow home. His father will mend it.

11. TELLING-WORDS.



Run.

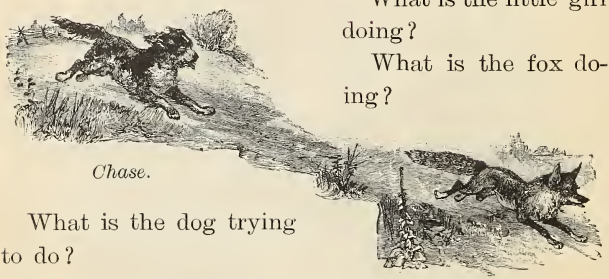
What are the little boy and the little girl doing?



Write.

What is the little girl doing?

What is the fox doing?



Chase.

What is the dog trying to do?

What words tell the actions in these pictures?

These telling-words are also called action-words.

Read the ***action-words*** *under each picture.*

You may write the following sentences, drawing a line under the ***action-words.***

The dog runs after the fox.
The little girl wrote a letter.
Tell me a true story.
He bought a new book.

15. VERBS.

1. Rabbits jump. 2. Horses run. 3. Birds fly.

What word in the first sentence tells what rabbits do?

What word in the second sentence tells what horses do?

What word in the third tells what birds do?

Words that tell something are called verbs.

EXERCISE.

You may write the following verbs:

see	falls	sing	pulls
sits	does	talks	knows
hear	runs	come	thinks

You may write sentences containing the ***verbs*** *in the list given below.*

Examples.—The baby cries. My doll cries.
I go to-day. The horse eats grass.

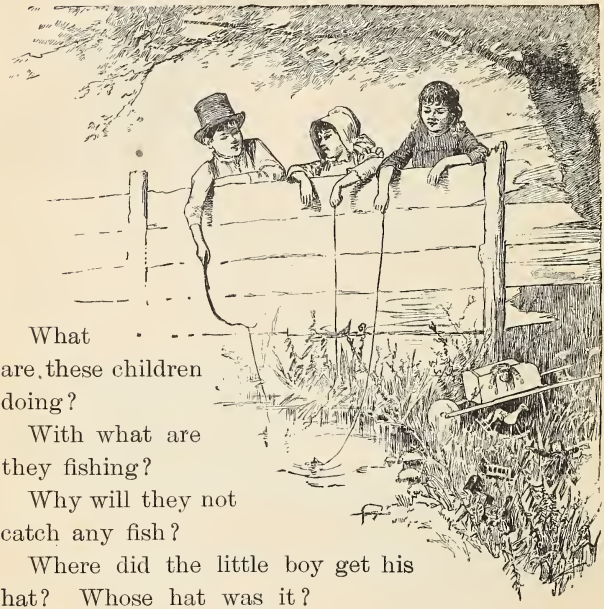
go	was	looks	sleeps
do	eats	think	can see
are	cries	burns	is sleeping
tell	rains	grows	were going

Tell why each is a ***verb.***

Model.—Cries is a **verb,** because it tells something about the baby.

Model.—Eats is a **verb,** because it tells something about the horse.

16. PICTURE STORY.



What are these children doing?

With what are they fishing?

Why will they not catch any fish?

Where did the little boy get his hat? Whose hat was it?

What kind of a hat is it?

Upon what do you think the children are standing?

Where do you think they live?

You may write answers to all the questions about this picture, and then unite them to form a story.

Let the work be neatly done.

After you have written the story, mark the ***nouns, verbs,*** *and* ***capital letters,*** *as directed on page 15.*

17. USE OF *IS* AND *ARE*.

1. That sled is yours. 2. These mittens are mine.

Does the word **sled** mean one sled, or more than one? (*See page 6.*)

Does the word **mittens** mean one mitten, or more than one?

Is the word **is,** in the first sentence, used with a singular, or a plural noun?

Is the word **are,** in the second sentence, used with a singular, or a plural noun?

Is is used with **singular** nouns.
Are is used with **plural** nouns.

EXERCISE.

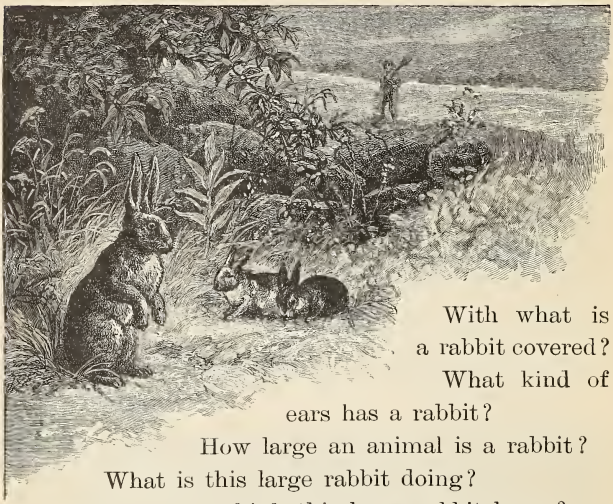
You may write the following sentences, as shown below, supplying ***is*** *or* ***are*** *in the vacant places.*



One of you —— mistaken. The houses —— near together. Those flowers —— mine. Which one of you —— going to ride? Whose books —— these? The cherries —— picked. William's pincers —— broken. —— the scissors there? One of you —— wrong. The plates —— broken. —— the shoes dry? Three apples —— too many for you.

There ——— three books on the table. Do you know what these ———? Where ——— my gloves? The peas ——— shelled. These ——— beautiful plants. How ——— you?

18. PICTURE STORY.



With what is a rabbit covered?

What kind of ears has a rabbit?

How large an animal is a rabbit?

What is this large rabbit doing?

What do you think this large rabbit hears?

What time of the year do you think it is?

Where do you think the man is going?

What has he on his shoulder?

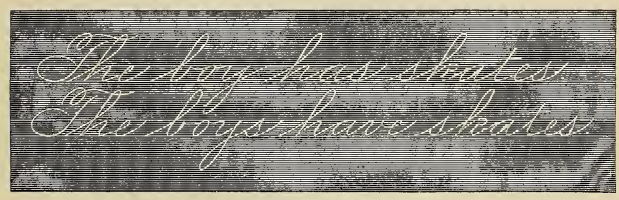
You may ask three other questions about this picture. Write answers to all the questions, and then unite them to form a story.

Mark ***nouns, verbs,*** *and* ***capital letters,*** *as directed on page 15.*

19. USE OF *HAS* AND *HAVE.*

You may write the sentences given below, using **has** *in place of* **have,** *and* **have** *in place of* **has,** *and changing such other words as may be necessary.*

Example.



Books have covers.
That boat has oars.
An orange has seeds.
Rabbits have long ears.
Ducks have webbed feet.
A sparrow is a small bird.
Children have plenty of fun.
A rose-bush has buds and flowers.

20. USE OF *THOSE* AND *THAT.*

You may write the sentences given below, using **those** *in place of* **that,** *and* **that** *in place of* **those,** *and changing such other words as may be necessary.*

Example.



That house is large.
That dog is very large.
Are those rabbits yours?
Did you hear that noise?
That bird has bright eyes.
Please hand me those books.
Will that boy climb thē tree?
Those little girls are running away.

21. USE OF *THEY.*

You may write the sentences given below, using ***they*** *in place of* ***he, she,*** *or* ***it,*** *and changing such other words as may be necessary.*

Example.—He is my brother.
They are my brothers.

He is in the parlor.
Has she seen the balloon?
Has he been to Baltimore?
Is he a lawyer?
She is a good child.
Has she a new dress?

22. PICTURE STORY.



Where is this dog sitting?

What has he on his head?

What do you see on his nose?

What is the boy doing?

Why is the girl laughing?

How do you think the dog looks?

To whom does the dog belong?

You may write answers to these questions and then unite them to form a story.

23. USE OF *BLOWS, BLEW,* AND *BLOWN.*

You may write the sentences given below, using ***blows, blew,*** *or* ***blown,*** *in the vacant places.*

Example.—Who ——— the whistle?
Who blew the whistle?

I said the wind ——— hard. The flag is ——— to tatters. Shall I say the wind ———? The whistle has just been ———. I like to be out of doors when the wind ———. A cold wind has ——— all day. The rain was ——— in our faces. The dust was ——— into our eyes. The wind ——— all night. A large tree was ——— down.

24. USE OF *BEGAN* AND *BEGUN.*

You may write the sentences given below, using ***began*** *or* ***begun*** *in the vacant places.*

Example.—The baby has ——— to walk.
The baby has begun to walk.

James has ——— his work. I ——— the work yesterday. The building is ———. Nellie has ——— crying again. Her dress has been ———. John has ——— his picture. I ——— to speak to Ellen. The little girl then ——— to sing. He has ——— to read. The concert had ——— when we went in.

25. USE OF *HAS SEEN, HAD SEEN,* AND *HAVE SEEN.*

You may write the sentences given below, using ***has seen, had seen,*** *or* ***have seen,*** *in the vacant places.*

Examples.—I wish I had seen the picture.
I have seen the fish.
Ella has seen a comet.

We —— —— the young birds. I —— —— the monument. If he —— —— the book, he would have bought it We —— —— the ocean. She —— —— the new church. He told me he —— —— the tree. Mattie —— —— Plymouth Rock. I —— —— a bluebird to-day. I thought that you —— —— him.

26. PICTURE STORY.



Where are these children?
What are they doing?
With what are they digging?
What will they do with their pails?
For what do they use their wheelbarrow?
Why have they taken off their shoes and stockings?
What do you see on the water?

You may write answers to these questions and unite them to form a story.

27. INITIAL LETTERS.

Ohio.	Samuel Hammond.
New York.	Charles Henry Jones.
New Orleans.	James Abram Garfield.

With what kind of a letter do each of these name-words begin?

O., N. Y., N. O., S. H., C. H. J., and J. A. G., are the first letters of what words?

What mark is placed after each of these letters?

*You may write the **first letters** of your own name; of the names of five school-mates; of the names of five towns, or cities; of the names of five states; of the names of five distinguished men.*

The first letter of a name is called an initial letter.

A period should be placed after every initial letter, when used alone.

The first letter of the name of a person, or place, should always be a capital letter.

*You may write the **initial letters** of the following names of persons and places.*

California.	New Hampshire.
New York.	Washington Irving.
John Milton.	George Washington.
West Virginia.	William Shakespeare.
Noah Webster.	Washington Territory.
South Carolina.	William Cullen Bryant.
Thomas Edison.	Henry Wadsworth Longfellow.

28. ABBREVIATIONS.

Instead of writing ***Doctor Miller,*** *we may write* ***Dr. Miller.***

Instead of writing ***John White, James Collins,*** *we may write* ***Jno. White, Jas. Collins.***

Letters like **Jno.,** standing for John, or **Jas.,** standing for James, and **Dr.,** standing for Doctor, are called **abbreviations.**

What mark do you see after **Dr., Jno.,** and **Jas.,** in the first and second paragraphs?

An **abbreviation** should always be followed by a **period.**

29. A FEW ABBREVIATIONS.

Minn. stands for **Minnesota.**

E.	East	Mo.	Missouri
Jno.	John	Col.	Colorado
W.	West	Prin.	Principal
Doz.	Dozen	Prof.	Professor
Mr.	Mister	Theo.	Theodore
Jas.	James	Rev.	Reverend
Fla.	Florida	Hon.	Honorable
Bbl.	Barrels	P.M.	Postmaster
Esq.	Esquire	LL.D.	Doctor of Laws
Thos., Tho.	Thomas	D.D.	Doctor of Divinity
Mrs.	Mistress	M.D.	Doctor of Medicine
No.	Number	Co. Supt.	County Superintendent

EXERCISE.

You may write the following sentences, abbreviating the words in italics.

Reverend Thomas Emory, *Doctor of Divinity*, went last year to *Missouri*, *Florida*, and *Colorado*.

Honorable Theodore Shaw, *Doctor of Medicine*, is Principal of the school, *County Superintendent*, and *Postmaster*.

George Ellis, *Esquire*, sent to *Florida* for one *dozen barrels* of pine-apples.

Mister and *Mistress* Sears will go.

Professor W. S. Green will lecture to-morrow night.

REVIEW.

The **first letter** of the name of a **person** or **place,** or an **initial letter** used alone, should always be a **capital.**

An **abbreviation** should be followed by a **period.**

30. PICTURE STORY.



What are these children doing?

What is the boy selling?

What will the little girl do with her basket?

Whose shawl and bonnet do you think she has on?

What is the matter with her dress?

What do you think the boy has in his box?

You may write answers to these questions and then unite them to form a story.

31. PRONOUNS.

1. John laughs.
2. He laughs.
3. Ella ran.
4. She ran.
5. The river flows.
6. It flows.
7. James and Annie went home.
8. They went home.
9. We saw Charles and Emma.
10. We saw them.
11. Edward went to Boston.
12. He went to Boston.

What word in the second sentence is used in the place of John in the first sentence?

What word is used in place of Ella?

In place of river?

In place of James and Annie?

In place of Charles and Emma? Of Edward?

He, she, it, they, them, and **other words,** are used in place of nouns.

Words used in place of nouns are called **pronouns.**

The pronoun I should always be written as a capital letter.

EXERCISE.

You may make a list of the ***pronouns*** *in the following sentences.*

I am waiting for you to go with me.
Julia asked me to call and see her.
Minnie, you need a new doll. Ask your mother to give you one.

We can see a fish in the water; but we can not catch it.

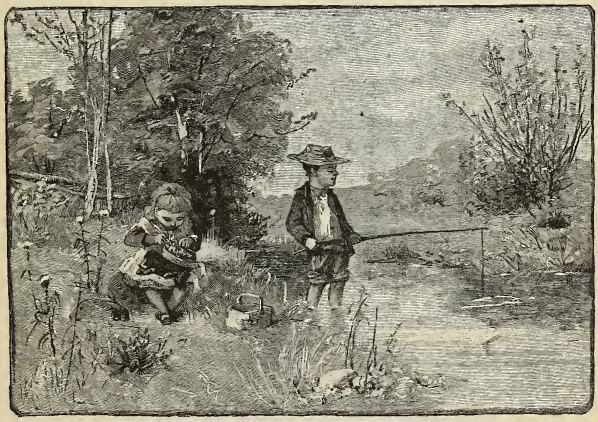
Louise and Hattie have two new books which their mother gave them.

Did they tell you the man had brought some of his apples?

I have asked them to go with us.

The boys asked their father to take them with him.

32. PICTURE STORY.



What is this boy doing?

Why has he rolled up his pants?

Where will he put the fish that he catches?

Where do you think he will take them?

To whom will he give them?

With what is the little girl trimming her hat?

Where did she pick the flowers?

You may write answers to these questions and unite them to form a story.

33. USING PRONOUNS.

Pupils may write the following sentences, inserting ***pronouns*** *in place of the words in italics, and also in the vacant places.*

Susie told *Eva* that ——— would go. *Leon's* mother asked ——— to study. *The boys* listened to ——— mother's story. *The dog* chases *the rat;* but ——— will not get ———. *The girls* went out to walk when ——— had finished dinner. *Nora* saw ——— book. *The little girl's* father promised ——— a new sled. *Eddie* must study ——— lesson. *Otto* is reading ——— book. *Sarah* is sewing upon ——— dress. *Willie* is making ——— kite.

EXERCISE.

You may form sentences containing the following pronouns, and then rewrite them, using ***nouns*** *in place of the* ***pronouns.***

it	we	me	they
he	his	her	their
its	she	you	them

Example.—She had a rose.
Jennie had a rose.

Draw a line under the ***pronouns*** *in the following stanza:*

When pain and sickness made me cry,
Who gazed upon my heavy eye,
And wept for fear that I should die?
My mother.

To the Teacher.—Pupils should be thoroughly drilled upon this subject. Continue this and other styles of work, both oral and written, until pupils can readily tell what words have been used in place of nouns.

34. PICTURE STORY.



Write six verbs suggested by the picture.

Use the verbs you have written, add other necessary words, and unite them to form a story.

35. USE OF *I, ME, HE, HIM.*

Write the sentences given below, using some one of the pronouns, ***I, me, he,*** *or* ***him,*** *in each vacant place.*

Examples.—Who will go? **I** will go.
They said it was **he.**

It was not ——— who called. I think it is ———. All were saved but ———. Who rang the bell? ——— rang the bell. It was ——— who broke the window. It is ———. Are you taller than ———? John and ——— will go. The

sled belongs to Mary and ——. My brother and —— will go. Who said it was ——? No one was there but ——. —— and —— will go. —— and —— can carry the books. It is not ——.



36. PICTURE STORY.

How many little chickens has this hen?

Where do you think she is going?

Why is she going to the pan of water?

What is the little girl doing?

Under what kind of a tree is she sitting?

What has happened to the little chicken?

How does the hen feel about it?

What will the little girl do?

What would happen to the chicken if she did not take it out of the water?



Write answers to these questions and unite them to form a story.

37. USE OF *THEIR* AND *HIS*.

You may write the sentences given below, using the pronouns, ***their,*** *or* ***his,*** *in the vacant places.*

Examples.—The children will give us **their** help.
One or the other must give us **his** company.

John and William must give up ——— claim to it.
Each one must judge of ——— own feelings.
Every man made ——— complaint to me.
It was Henry and Thomas who refused ——— assistance.

38. USE OF *THEIRS, OURS,* AND OTHER PRONOUNS.

Write the sentences given below, using some one of the pronouns, ***theirs, ours, yours, his, himself,*** *or* ***themselves,*** *in each of the vacant places.*

Examples.—This book is yours.
They, themselves, will go.

This slate is ———. Is the boat ———? He ——— can mend the sail. The boys said the kite was ———. The children ——— made the snow man. This is ———. The flowers are ———. Arthur can speak for ———. The farm is ———. Elmer said the pony was ———. My brother will go to the store and see for ———.

Write the following stanza, and place an ***n*** *under the* ***nouns,*** *a* ***v*** *under the* ***verbs,*** *and a* ***p*** *under the* ***pronouns.***

My dog and I are faithful friends;
We read and play together;
We tramp across the hills and fields,
When it is pleasant weather.

39. PICTURE STORY.



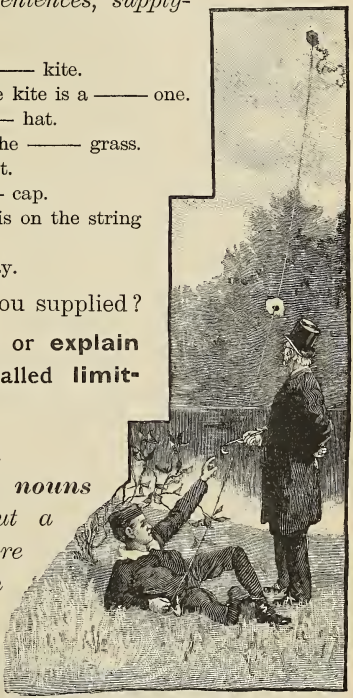
Why is this boy running?
Is the school-house far away?
Will the boy be in time?
How does the dog help the boy?
What do you think is in the basket?
What is the boy carrying?
Why has he taken off his hat?
How old is the boy?

You may ask three other questions about this picture, then write answers to all the questions and unite them to form a story.

After uniting the answers, mark the ***nouns, verbs,*** *and* ***pronouns,*** *as directed on page 33.*

40. LIMITING-WORDS. ADJECTIVES.

Let pupils carefully examine this picture; then write the following sentences, supplying omitted words.



The boy is flying his ——— kite.
——— string holding the kite is a ——— one.
The man has on a ——— hat.
——— boy is lying on the ——— grass.
A ——— lake is in sight.
The boy has on a ——— cap.
A piece of ——— paper is on the string of the kite.
I think it is a ——— day.

What words have you supplied?

Words that limit or explain other words, are called limiting-words.

EXERCISE.

You may write the ***nouns*** *given below, and put a* ***limiting-word*** *before and a* ***verb*** *after each one.*

Example. — Little girls sew.

bees	bells		
girls	kites	men	grass
boys	stars	ships	leaves

Limiting-words, used with nouns, are called adjectives.

41. ADJECTIVES.

1. The orange is round.

What is it that is **round**?
What word then does **round** describe?
Name the **adjectives** in this sentence.

2. The church is beautiful.

What word tells what kind of a church it is?

3. Large horses are brought from France.

What word tells what kind of horses are brought from France?

4. Five pencils were sharpened.

What word tells how many pencils were sharpened?

The words **the, round, beautiful, large,** and **five,** are **limiting-words,** or **adjectives.**

EXERCISE.

You may write, in separate columns, the ***adjectives, nouns,*** *and* ***verbs,*** *in the sentences given below. Explain each.*

Models.—**Boys** is a **noun,** because it is a **name-word.**
Little is an **adjective,** because **it limits a noun.**
Slide is a **verb,** because **it tells something about boys.**

Little boys slide.
The lion was killed.
A new dollar shines.
The young canary died.
The tall lily grew fast.
Four eggs fell out of the nest.
A small boy sang in the street.
The small flag waves in the breeze.

EXERCISE.

You may write ten sentences. Let each contain one ***adjective,*** *one* ***verb,*** *and one* ***noun.*** *Explain each sentence, as directed on page 36.*

42. JOINING NOUNS TO ADJECTIVES.

Pupils may write the following ***adjectives,*** *and place a* ***noun*** *after each of them.*

a	red	sour	small	round
an	bad	good	black	square
the	blue	large	sweet	scarlet
soft	hard	white	rough	smooth

Examples.—good pens, smooth roads, sweet oranges.

EXERCISE.

Tell something about each of the above words.

Example.—Good pens can be bought at the store.

How many sentences have you written in your exercise? Tell why each is a sentence.

Model.—Good pens can be bought, is a **sentence,** because it is **a group of words that tells something.**

DICTATION EXERCISE.

To the Teacher,—Read such sentences as the following to the pupils. Let them write them on slate or paper. After they have written them, let them exchange slates and correct the work from a properly written exercise prepared by you on the blackboard.

Philadelphia was founded by William Penn.
The Gulf Stream changes the climate of Northern Europe.
San Francisco, California, is noted for its beautiful harbor.

43. PICTURE STORY.

Let pupils ask a question upon each of the ***points*** *given below, then answer the questions and unite them to form a story. Let the work be done neatly.*



THE SQUIRREL.

Points.—Long body; round head; four long, sharp front teeth; small ears; bushy tail; can sit up; eats vegetable food; five toes on each hind foot; four toes on each fore foot; can gnaw, climb, and take long leaps; builds its nest of moss and leaves in tall trees; beautiful animal.



THE RAT.

Pointed head; long body; gray color; slender legs; long, smooth tail; long claws; eats vegetable and animal food; gnaws; lives in houses, barns, and other places.

44. ADJECTIVES LIMITING PRONOUNS.

He is good.

Who is **good?** What word does **good** limit?

Is the word **he** a noun or pronoun?

An adjective may be used to limit a pronoun.

EXERCISE.

You may write the following sentences and supply some ***adjective*** *in each of the vacant places.*

Tell what ***noun*** *or* ***pronoun*** *each* ***adjective*** *limits.*

Julian's ——— house is sold. The ——— steamer was ———. They are ——— flowers. It is a ——— day. The ——— house is ———. We are ———. ——— oranges grow in Florida. A ——— basket of fruit is here. Two ——— robins fell out of the nest. The hurricane is ———. The ——— tree was ———. James and George are ———. Her ——— dress is torn. You are ———. The clouds are ———. ——— water is salt. She is a ——— girl. He is ———.

45. UNITING SENTENCES CONTAINING ADJECTIVES.



1. I see this **large** ax.
2. It is a **sharp** ax.

What kind of words are **large** and **sharp?**

Write the following sentence, and supply the ***adjectives.***

I see this ——— and ——— ax.

1. The man is sitting down.
2. The man is holding the large and sharp ax.

Unite these sentences, and point out the ***adjectives.***

EXERCISE.

In the same manner, you may write and connect the sentences in the following groups, and then point out the ***adjectives.***

Calla-lilies are large.	Wool grows upon sheep.
Calla-lilies are white.	Wool is very soft.
Calla-lilies are fragrant.	Wool is very warm.
Birds have small bodies.	John will buy ten marbles.
Birds have light bodies.	John will buy two kites.
Birds have large wings.	John will buy six apples.

46. NOUNS AND ADJECTIVES.

You may write the following sentences, placing an ***n*** *under each noun, a* ***v*** *under each verb, a* ***p*** *under each pronoun, and an* ***a*** *under each adjective.*

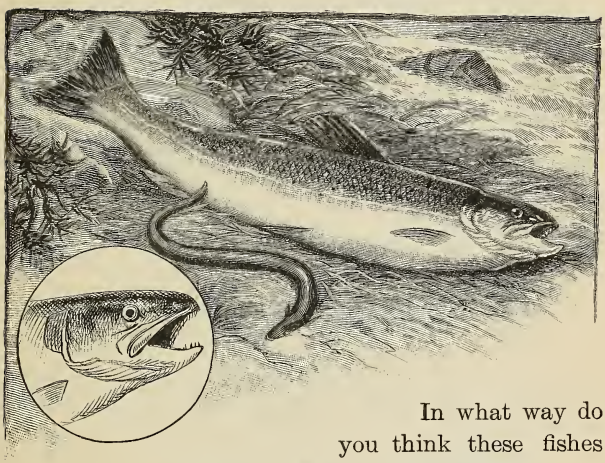
Cats catch large rats. Young robins eat worms. Joseph leads little May. Children pick buttercups and daisies. Edward sells strawberries and peas. Birds pick cherries. This is the old fisherman's boat. James sells fresh fish. Peter gave me some white sand. A long procession passed down the street. This is a pleasant day.

You may make a list of the ***nouns, pronouns, verbs,*** *and* ***adjectives*** *in the following stanza.*

The sower sows, with even hand,
The seed-corn o'er the softened land,
And, wonderful, where it is sown,
The tiny seed-corn still lives on.

47. PICTURE STORY.

THE SALMON. THE EEL.



In what way do you think these fishes are alike? How do they differ?

With what is the salmon covered?

With what is the eel covered?

What kind of teeth does the salmon have?

Where do they both live?

On what do they live?

You may ask three other questions about this picture; answer all of the questions and unite them to form a description of the salmon and the eel.

Indicate the ***nouns, pronouns, verbs,*** *and* ***adjectives,*** *as directed on page 40.*

Let the writing be plain and neat.

48. UNITING SENTENCES CONTAINING ADJECTIVES.



FLAX.

Flax has long stalks.
Flax has slender stalks.
Flax has blue flowers.
Flax has pretty flowers.
Flax has nodding flowers.

You may unite these sentences, omitting all unnecessary words, and tell what each ***adjective*** *limits.*

Model.—Flax has long, slender stalks, and pretty, nodding, blue flowers.

The adjectives **long** and **slender** limit **stalks;** the adjectives **pretty, nodding,** and **blue,** limit **flowers.**

EXERCISE.

In the same manner, you may unite the following sentences, and then point out the ***adjectives*** *and* ***nouns*** *in each.*

The strawberry is a small plant.
The strawberry is a slender plant.
It has pretty flowers.
It has white flowers.
It has rough leaves.
It has dark green leaves.
It bears beautiful red fruit.
It grows in rich soil.



STRAWBERRY.



POTATO.

The potato is a hardy plant.
The potato is a useful plant.
The potato is used for food.
It is used for making starch.

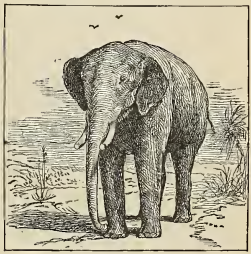


CRANE.

A crane is a long-legged bird.
A crane is a long-necked bird.
A crane wades in shallow water.
It catches frogs and fishes.

The horse is a very useful animal.
The horse is a very patient animal.
The horse is a very swift animal.
The horse is a very kind animal.

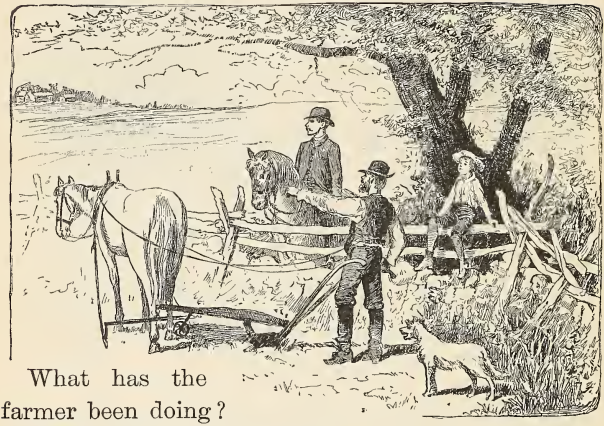
An elephant is a large animal.
An elephant is a strong animal.
An elephant is a heavy animal.
An elephant is a thick-skinned animal.



ELEPHANT.

The Yellowstone Park is a wonderful place.
The Yellowstone Park is full of curiosities.
The Yellowstone Park has many hot springs.
The Yellowstone Park has fountains.
The fountains send up boiling water.

49. PICTURE STORY.



What has the farmer been doing?

With whom is he talking?

At what is the farmer pointing?

What do you think he is saying?

What is the boy doing?

To whom do you think the dog belongs?

You may write answers to these questions and unite them to form a story.

DICTATION EXERCISE.

Write the following stanza. Begin each line with a ***capital.*** *Notice the arrangement of the lines.*

Pray, where are the little bluebells gone,
That lately bloomed in the wood?
Why, the little fairies have taken each one,
And put it on for a hood.

50. THE ASKING SENTENCE.

You may write a question about

a cat	a ship	a river	an apple
a bird	a book	a horse	the stars

Examples.—Who has my book?
Where is my white cat?

Notice the mark after each of these questions.

This mark (?) is called an interrogation point.

A group of words that asks a question, is called an interrogative sentence.

An interrogative sentence should always be followed by an interrogation point.

EXERCISE.

1. James, have you brought the book?
2. When was it, Joseph, that you called at the store?

Marks, such as are placed after **James,** in the first sentence, and before and after **Joseph,** in the second sentence, are called **commas.**

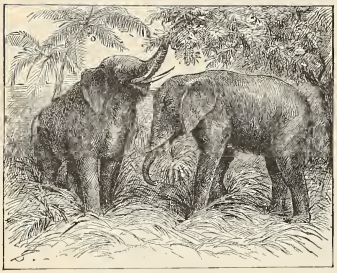
Names which show of whom a question is asked, must be separated from the rest of the sentence by a comma, or commas.

You may write five ***interrogative*** *sentences like the first one, and five like the second.*

You may write five ***interrogative*** *sentences, using the name of one of your school-mates, in each.*

51. PICTURE STORY.

You may write a description of the elephant, using the ***points*** *given below.*



THE ELEPHANT.

POINTS.—Large, heavy body; legs somewhat short and thick; rather small head; large, fan-like ears; small eyes; long, flexible trunk; ivory tusks; thick skin; vegetable food; gentle; easily tamed; long-lived.

52. THE COMMANDING SENTENCE.

1. *Command.*—Fido, come to me.
2. *Command.*—Snap, put down that rat.
3. *Question.*—When are you going?
4. *Question.*—Have you read the book?
5. *Request.*—Please, James, call Mary.
6. *Request.*—Please hand me a pencil.

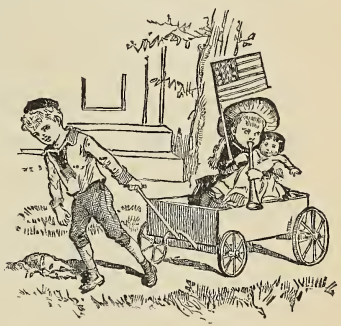
Which of these sentences express a **command?**
Which ask a **question?**
Which **request** something to be done?

A sentence that expresses a command, or a request, is called an imperative sentence.

You may change the following ***interrogative*** *sentences to* ***imperative*** *sentences.*

Example.—William, are you going to the store?
William, go to the store.

James, are you going to mow the lawn? Nellie, are you going to walk up the hill? James, will you bring me the ink? Sarah, will you carry the basket? Emma, will you read to me now? Will you study your grammar now, Annie? Eddie, will you ride to the farm?



53. PICTURE STORY.

What is the child in the cart holding?

Where do you think the children are going?

Why does the little boy pull so hard?



What has happened to the cart?

Why did it upset?

How is the child lying?

Where is the doll?

What has become of the toys?

Why is the little boy crying?

Write answers to these questions and unite them to form a story.

54. POSSESSIVE NOUNS.

1. Nellie has a cloak. 2. Nellie's cloak is new.

What is added to the word **Nellie** in the second sentence, to show that she owns the cloak?

The word **own,** and the word **possess,** mean the same.

When the apostrophe (') and s are added to a noun, it is said to have the possessive form.

You may write the following ***nouns,*** *adding the* ***apostrophe*** *and* ***s*** *to each:*

cat	bird	man	horse
boy	boat	tiger	sailor
girl	lady	robin	mouse

Form sentences, using in each of them, some one of the ***possessive nouns*** *you have just written.*

Example.—The bird's wing is broken.

55. PLURAL POSSESSIVE NOUNS.

children men women

Do these words mean one, or more than one?
With what letter does each of these **nouns** end?

children's shoes men's hats women's bonnets

What is added to each of these **nouns** to give them the **possessive** form?

Plural nouns not ending in s, form their possessive, by adding the apostrophe (') and s.

You may write the ***plural*** *forms of the* ***nouns*** *given below.*

Examples.—lives, roses, shelves.

life	rose	grief	lobby	potato
box	gulf	shelf	elbow	muslin
calf	nest	prize	hobby	tomato
leaf	lady	knife	dwarf	chimney
loaf	wife	piano	valley	hammock

You may write the ***plural possessive*** *forms of the* ***nouns*** *in the list given above.*

Plural nouns, ending in s, form their possessive by the addition of an apostrophe (') only.

EXERCISE.

You may form sentences, using in each, one of the ***plural possessive*** *forms of the* ***nouns*** *given below.*

Example.—The girls' hats are new.

bee	boy	pen	ship	paper
owl	day	cow	frog	flower
girl	bird	men	lady	needle

56. USE OF POSSESSIVE FORMS.

1. The pencil of Irwin is lost. 2. Irwin's pencil is lost.

Do these sentences mean the same?

What words in the first sentence are changed to the **possessive noun, Irwin's,** in the second sentence?

EXERCISE.

You may form sentences, containing the words in the list given on the next page.

Examples.—The claws of the cat are sharp.
The oars of the boat are strong.

Of a lily.	Of the bird.	Of the house.
Of a bee.	Of the field.	Of the paper
Of a cow.	Of the boat.	Of the kitten.
Of the cat.	Of the book.	Of the pencil.
Of a horse.	Of the grass.	Of my friend.

You may rewrite your sentences, and, instead of the above, use the ***plural possessive*** *form of each.*

Examples.—Cats' claws are sharp.
The boats' oars are strong.

57. PICTURE STORY.



Ask ten questions about this picture, and then follow directions as given on page 41.

58. PICTURE STORY.

What are these girls doing?

What is one of them carrying?

Why does she carry the parasol?

What has the girl done with her parasol?

Why did she lay it on the ground?

At what are the girls looking?

What kind of flower do you think it is?

Where is the girl's parasol now?

Why is she running?

Where is her hat?

What is the other girl doing?

Why is she laughing?

Where does the girl find her parasol?









What has happened to it? Why was it torn? What do you think she will do with it now?

You may write answers to these questions and unite them to form a story.

DICTATION EXERCISE.

To the Teacher.—Read the following sentences, and let the pupils write them on slates or paper. Then let the pupils exchange slates and correct the work from a properly written exercise prepared by you on the blackboard. Conduct all *Dictation Exercises* that occur in this book in the same manner.

That flower is Nellie's. William's dog ran away. Do you know their brother? Did you see John's father? Hiram's boat is painted red. O, how high George's kite flies! The ladies' gloves were soiled. The boys' clothes were torn. Was the soldier's uniform neat? The lady's dress was ruined. We sell children's shoes. I've read Esop's Fables. We use Barnes' Complete Geography.

59. USE OF *HIS, YOURS, THEIRS,* AND *HERS.*

You may write the sentences given below, supplying some one of the pronouns, ***his, yours, theirs,*** *or* ***hers,*** *in each of the vacant places. Use* ***no apostrophe*** *with these* ***pronouns*** *to indicate the* ***possessive form.***

Examples.—The sled is yours.
Those gloves are hers.

The sled is ———.
The day is ———.
The coat is ———.
The boat is ———.
That hat is ———.
That ball is ———.
The peach is ———.
Those boots are ———.
Those gloves are ———.
Those skates are ———.

60. PICTURE STORY.



You may write five ***interrogative*** *sentences, five* ***imperative*** *sentences, and five* ***declarative*** *sentences about this picture. Then select ten sentences and unite them to form a story.*

EXERCISE.

Make these ***declarative*** *sentences,* ***interrogative.***

The lark retains his silver note. We can see faults in others. The elephant is a very sagacious animal. 'Tis sweet to hear the watch-dog's honest bark.

61. LIMITING-WORDS. ADVERBS.

1. The bird sings sweetly. 2. Charles speaks distinctly.

How does the bird sing?
What word tells how the bird sings?
What word does **sweetly** limit?
How does Charles speak?
What word tells how Charles speaks?
What word does **distinctly** limit?
Which of the words used, are verbs?

Words limiting verbs are called adverbs.

You may write the sentences given below, supplying ***adverbs*** *in the vacant places. Tell what each* ***adverb*** *limits.*

Example.—The train moves rapidly.

Model.—**Rapidly** is an **adverb,** because it limits the verb **moves.**

The train moves ———. The bird flies ———. A cat purs ———. My canary sings ———. It moves ———. Emma laughs ———. Nellie dances ———. He spoke ———. Charles reads ———.

You may write the words you have supplied, in a column. Before each one, place some ***verb*** *not found in the exercise.*

Example.— ——— thinks quickly.

After you have done this, you may write a ***noun,*** *or* ***pronoun,*** *before each* ***verb.***

Example.—George thinks quickly.

62. PICTURE STORY.



Of what is this wall built?

What is hanging over the wall?

How many children do you see in this picture?

Why is the little girl standing behind the wall?

What do you see standing close to the wall?

At what is the dog barking?

What is the goat going to do?

At what are the children looking?



What has the dog done?

What has happened to the goat?

How do you think the goat feels?

What is one boy doing?

Why are the children laughing?

You may write answers to these questions and unite them to form a story.

63. ADVERBS LIMITING VERBS.

Pupils may form sentences, as in section 61, containing the following ***adverbs.***

Example.—Deer run swiftly.

idly	gently	rudely	sweetly
softly	slowly	evenly	roughly
easily	dearly	swiftly	smoothly
nicely	nearly	quickly	pleasantly

Tell, as on page 54, why each is an ***adverb.***

64. ADVERBS LIMITING ADVERBS.

1. The train moves rapidly.
2. The train moves very rapidly.

What **adverb** in the first sentence limits the verb **moves?**

In the second sentence, what word shows how rapidly the train moves?

What word limits the adverb **rapidly?**

Very is an **adverb.**

An adverb may limit an adverb.

EXERCISE.

You may write the sentences given below, supplying ***adverbs*** *in the vacant places. Tell why each is an* ***adverb.***

Example.—The rain fell very gently.

A train passed ——— ———. An arrow flies ——— ———. The stream rushes by ——— ———. Little Minnie sung ——— ———. Those boys laughed ——— ———. The cat caught the mouse ——— ———. Her mother loves her ——— ———.

65. PICTURE STORY.

At what is the cat looking?

Why is she watching the hole?

What do you see just inside the door?

What came out of the hole under the door-step?

What are the dog and cat doing?

Why are they jumping for the rat?

Where has the rat gone?

What do you think is in the barrel?

How did the rat get under the barrel?

About what do the cat and dog seem to be thinking?

You may write answers to these questions and unite them to form a story.



66. ADVERBS LIMITING ADJECTIVES.

1. The beautiful house was burned.
2. The very beautiful house was burned.

What word in the second sentence, limits the adjective **beautiful**?

Very is an **adverb.** It limits an **adjective.**

Adverbs may limit adjectives.

EXERCISE.

You may write the sentences given below, supplying an ***adjective,*** *also an* ***adverb*** *limiting the* ***adjective.*** *Tell why each word you supply is an* ***adjective*** *or an* ***adverb.***

Model.— ——— is an **adjective,** because it limits the **noun** ———.

Model.— ——— is an **adverb,** because it limits the **adjective** ———.

I saw a ——— ——— fire. She wore a ——— ——— dress. Emma has a ——— ——— pony. A ——— ——— crowd gathered at the fire. ——— ——— oranges grow in Florida. The ——— ——— boy is my brother. The humming-bird has ——— ——— colored feathers.

67. REVIEW EXERCISE.

Let pupils write five sentences in which ***adverbs*** *limit* ***verbs;*** *five sentences in which* ***adverbs*** *limit* ***adverbs;*** *five sentences in which* ***adverbs*** *limit* ***adjectives.***

Explain the use of the ***adverbs*** *in these sentences, using the model given above.*

68. PICTURE STORY.

On what is this little girl standing?

Why is she standing on tiptoe?

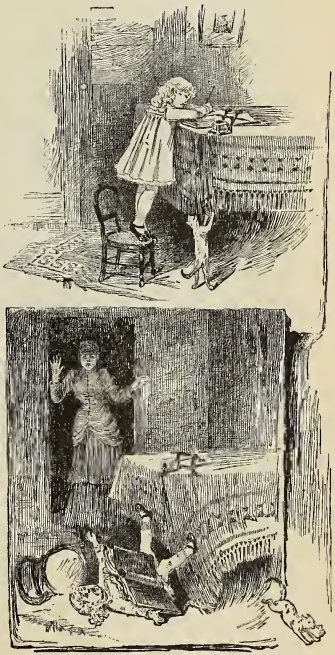
What is she trying to do?

Who do you think left the ink there?

What is the kitten doing?

What has the little girl done with her doll?

What kind of little girl do you think she is?



What has the kitten done to the table-cover?

What has happened to the inkstand?

Where is the little girl?

How did she happen to fall?

Why is the kitten running away?

What does the lady seem to be saying?

You may write answers to these questions and unite them to form a story.

69. UNITING SENTENCES CONTAINING ADJECTIVES.



THE SPIDER. THE DRAGON-FLY.

In the same manner as on page 42, you may write and unite the following sentences.

The dragon-fly has a long body.
The dragon-fly has a slender body.
The dragon-fly has four long wings.
The dragon-fly has narrow wings.

Spiders have eight legs.
Spiders work hard.
Spiders spin webs.
Spiders catch flies.

A bee is a pretty insect.
A bee has a downy body.
A bee has six legs.
A bee has four wings.
A bee has five eyes.
A bee has a long tongue.
A bee gathers honey from flowers.



THE BEE.

70. PICTURE STORY.

Why has this acorn burst open?

What do you see coming out from the acorn?

Which part grows up?

Which part grows down?

Why does the root grow down?

What makes an acorn grow in the ground?

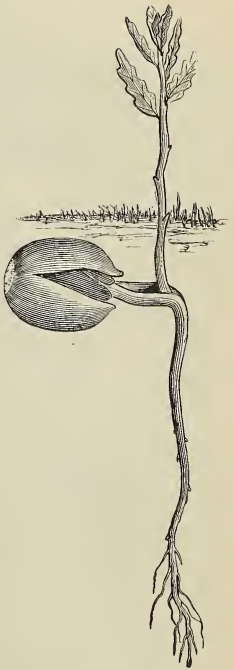
What do you call the little threads on the root?

What will this acorn become?

Is the oak a large or a small tree?

You may write answers to these questions and unite them to form a story.

Write the following stanza, and put an ***a*** *under each* ***adjective,*** *an* ***n*** *under each* ***noun,*** *and* ***ad*** *under each* ***adverb.***

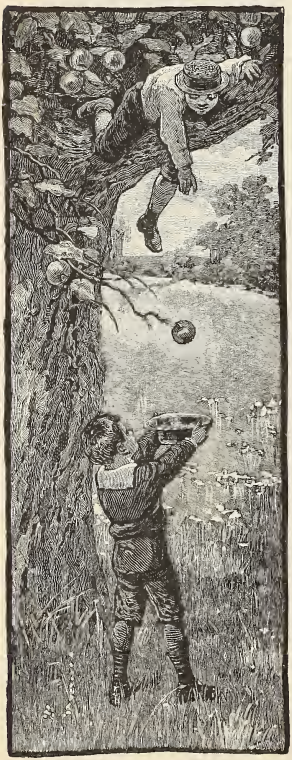


A GROWING ACORN.

You see the gentle water, how silently it floats,
How cautiously, how steadily, it moves the sleepy boats;
And all the little loops of pearl it strews along the sand,
Steal out as leisurely as leaves when summer is at hand.

71. RELATION-WORDS.

Pupils may look at this picture, then write the following sentences, supplying omitted words.



One boy is ——— the tree.

He is dropping the apples ——— the hat.

The other boy is standing ——— the ground.

He is ——— the tree.

An apple is dropping ——— his hat.

The boys will carry some ——— the apples ——— their mother.

You may write the words you have supplied. They are called ***relation-words,*** *or* ***prepositions.***

EXERCISE.

You may write sentences containing the following ***relation-words:***

to	into	with
in	over	from
by	near	under

Example.—He will go over the river.

Where will he go?

Over shows the **relation** of the verb **will go,** to the noun **river;** or, of the noun **river,** to the verb **will go.**

72. PICTURE STORY.



OAK LEAVES AND FLOWERS.

What are the parts of this picture called?

From what did the flowers come?

What kind of an edge has the leaf?

What are the fine lines in the leaves called?



OAK LEAF AND ACORNS.

Into what has the oak blossom grown?

What is the rough part of the acorn called?

For what are acorns used?

You may write answers to these questions and unite them to form a story.

73. JOINING-WORDS.



THE MOTH.

1. Moths have beautiful wings. 2. Moths have soft bodies.
3. Moths have beautiful wings ——— soft bodies.

You may write the third sentence, putting ***and*** *in the vacant place.*

In the same manner, you may join the words and the sentences in the following groups, using such words as seem best in the vacant places.

Cats catch birds ——— rats.

Louise ——— James have come to see us; ——— they can not stay long.

Boys skate ——— slide; ——— they like the exercise.

Birds sing, flowers blossom, ——— children are happy, ——— spring has come.

John, James, ——— William went to Boston; ——— Charles went to Cincinnati.

Joining-words, like and, but, for, and because, are called conjunctions.

What **conjunctions** have you used?

Make a list of all of them.

74. EMOTION-WORDS AND THE EMOTION SENTENCE.

Alas! Help! Bravo! Listen! Hurra! O dear! O hark!

These words express feelings like **joy, sorrow, anger, pity,** and **grief.** Such feelings are called **emotions.**

A word that expresses **emotion,** is called an **emotion-word,** or **interjection.**

A sentence that expresses emotion is called an **emotion sentence,** or an **exclamatory sentence.**

Notice the mark after the ***emotion-words*** *at the beginning of this lesson.*

This mark (!) is called an **exclamation point.**

An **exclamation point** should be placed after **emotion-words** and **emotion sentences.**

The letter **O,** when used as an **emotion-word,** should always be a **capital letter.**

Example.—O what a beautiful bird it was!

EXERCISE.

You may write the following sentences, filling the vacant places with ***emotion-words.***

——! what was that?
——! here is the ball.
——! see that poor dog.
——! some one called me.
——! mother is calling us.
——! it was only the wind
——! I am afraid it is hurt.
——! there goes the door bell.

You may write five ***exclamatory sentences,*** *using in each some one of the* ***interjections*** *at the top of the next page.*

Examples.—Alas! how sad it is!
O what a cruel man was that!

ho	alas	adieu	hurra	pshaw
ha	hark	bravo	halloo	zounds

75. PICTURE STORY.



What kind of a house is this?

What is growing beside the door?

Where is this girl sitting?

What is she doing?

At what is the cat looking?

Why does she watch the bird?

What has the little girl done?

What is she doing now?

What has the cat done?

Why did the girl stop reading?

What should be done to the cat for catching the bird?





What is the girl doing now?

What do you see in her hand?

To whom is she carrying the bird?

Why does she take the bird to her mother?

What do you think her mother will do with it?

Write answers to these questions and unite them to form a story.

76. THE COMMA.

1. Flowers grow blossom and die.
2. Flowers grow, blossom, and die.

Do you see any difference between the first and second sentences?

Notice the little marks placed in the second sentence. They are called ***commas.***

EXERCISE.

You may write the following sentences, putting the ***commas*** *in their proper places.*

Horses eat grass hay and corn. The air is fresh cool and clear. Ducks wade swim and dive. The farmer sows wheat oats and rye. Lucy gathered pinks roses and asters. Roy studies arithmetic grammar and geography. He is writing rapidly skillfully and swiftly. Jennie studies willingly diligently and patiently.

77. ABBREVIATIONS.

1. The Independence of the United States was declared the fourth day of July, in the year seventeen hundred and seventy-six.

2. The Independence of the U. S. was declared July 4, 1776.

What words in the first sentence are **abbreviated** in the second sentence?

What expressions in the first sentence are made shorter in form in the second sentence?

What mark is placed after the U and the S?

Why is this mark used?

EXERCISE.

You may write the following sentences, omitting as many words as possible, and using as many ***abbreviations*** *as you can.*

1. Washington was born the twenty-second day of February, in the year seventeen hundred and thirty-two.

2. He took command of the American army the third day of July, in the year seventeen hundred and seventy-five.

3. He forced the British to evacuate Boston on the seventeenth day of March, seventeen hundred and seventy-six.

4. He was defeated at Brandywine on the eleventh day of the month of September, seventeen hundred and seventy-seven.

5. He defeated Cornwallis at Yorktown on the nineteenth day of the month of October, in the year seventeen hundred and eighty-one.

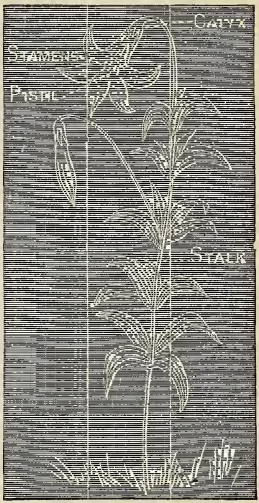
6. He was inaugurated president on the thirtieth day of the month of April, seventeen hundred and eighty-nine.

7. He retired to private life on the fourth day of the month of March, seventeen hundred and ninety-seven.

8. Washington died on the fourteenth day of the month of December, in the year seventeen hundred and ninety-nine.

78. PICTURE STORY.

You may rule a portion of your slate into small squares, and draw this plant.



THE LILY.

Of what is this a picture?

What supports the leaves and flowers?

What kind of an edge has the leaf?

To what part of the leaf do the veins extend?

What do you see on the outer part of the flower?

What grew just inside the calyx?

What do you call the flower before it has blossomed?

What is the name of this plant?

You may write answers to these questions, and unite them to form a description.

To the Teacher.—Treat other familiar flowers in the same manner, calling attention to the different parts of each flower, their similarity of formation, etc.

79. QUOTATION MARKS.

1. **The little girl** said: "I am going home."

What did the little girl say?

2. The dying general said: "Let us cross over the river, and sit under the shade of the tree."

You may repeat the words of the general.

Words of others, repeated, are said to be quoted.

Notice the marks before and after what the little girl said, and what the dying general said.

The marks (“ ”) are called **quotation marks.**

Words of others, written or printed, should always be set off by quotation marks.

EXERCISE.

*You may write sentences, **quoting** the expressions given below.*

Example.—She said: “I saw James.”

“The boat is mine.”
“You had the book.”
“She is a pretty girl.”
“He will never return.”
“The answer is correct.”
“We will come to-night.”

*When the word **that** is used before the words or thought of another person, the **quotation marks** should not be used.*

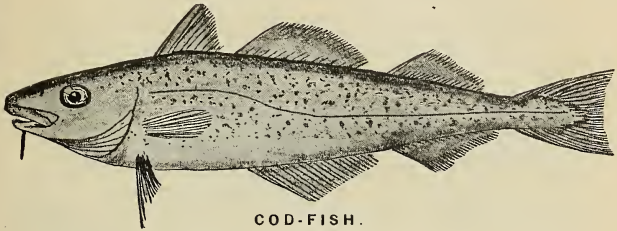
Examples.—I said, “I saw James.”
I said that I saw James.

He replied, “I will return.”
He replied that he would return.

Notice the changes of words in the last example.

*You may rewrite each of the sentences you have composed, using the word **that** before the parts **quoted.** Make such changes in the words used as may be necessary.*

80. LANGUAGE EXERCISE.



COD-FISH.

Write about the ***cod-fish,*** *using the following*

Points.—Found in salt-water; in cool places; near Cape Cod, Newfoundland, Norway; length about two feet; caught with hooks; dried; selected; packed in bundles; used for food; sent to distant countries.

81. LANGUAGE EXERCISE.

Name objects belonging to the ***animal kingdom;*** *the* ***vegetable;*** *the* ***mineral.*** *Compare these objects.* How do they differ? How are they similar?

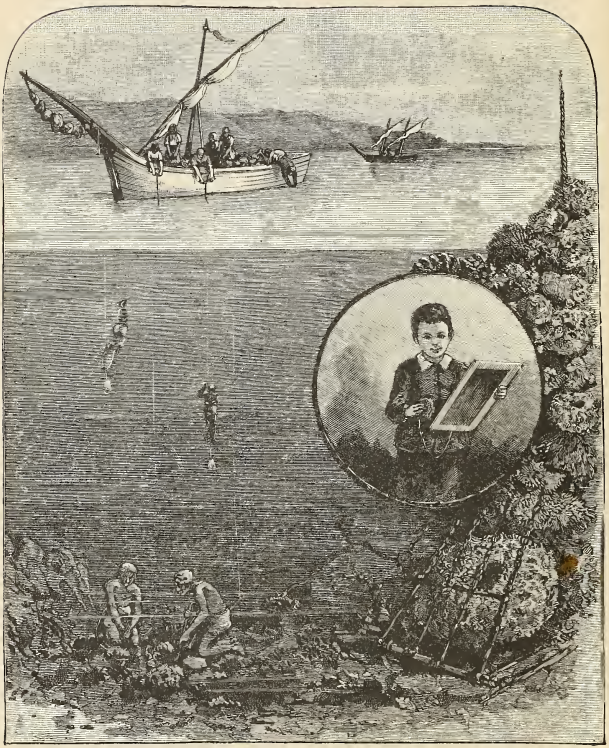
82. LANGUAGE EXERCISE.



Name several forms: as, ***square, oblong, rhomb, rhomboid.***

Describe each. Compare two or more forms.

83. PICTURE LESSON.



Pupils may write ten questions suggested by this picture. Answer the questions, and unite the answers to form a story.

Use such new words as are necessary.

84. LANGUAGE EXERCISE.

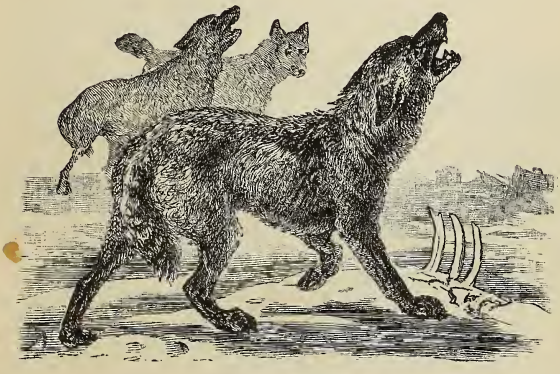
A NEEDLE.

Write a description of ***a needle.*** *Use the following suggestions:*

PARTS.—Eye, shank, point.

QUALITIES.—Bright, taper, slender, sharp-pointed, useful, artificial, mineral, metallic, solid, hard, brittle, steel.

85. LANGUAGE EXERCISE.



THE WOLF.

Write a description of the ***wolf,*** *using the following*

POINTS.—Related to the dog; flesh eater; quadruped, why?—like the dog, how?—unlike the dog, how?—lives, where?—hunts, where?—destructive to what?

Tell a story about the wolf.

86. LANGUAGE EXERCISE.

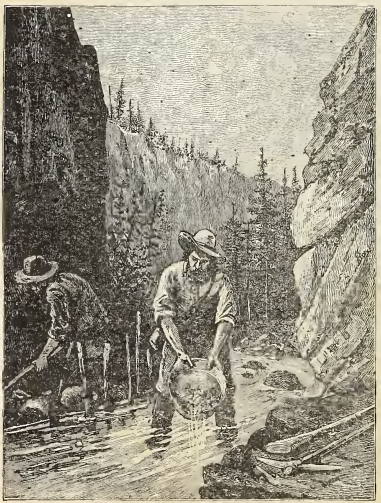


Write a description of ***triangles,*** *having* ***right, acute,*** *or* ***obtuse*** *angles.*

Compare figures having three or more angles.

87. LANGUAGE EXERCISE.

Write a description of ***gold,*** *using the following*



GOLD-WASHING.

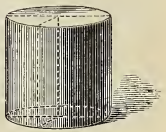
POINTS. — Found chiefly in mines; United States has many rich mines; found also in Australia, Africa, South America, and other parts of the world; solid; very heavy; compact; yellow; malleable; ductile; fusible; most valuable of all the metals; used for coin, jewelry, ornaments, plating, gilding, and other purposes.

88. USE OF *PLANE* AND *CURVED*.

SURFACES.

KINDS.—**Plane** and **curved.**

Write the following sentences, supplying in each, one of the words ***plane*** *or* ***curved.***



CYLINDER,
Showing Plane and Curved Surfaces.

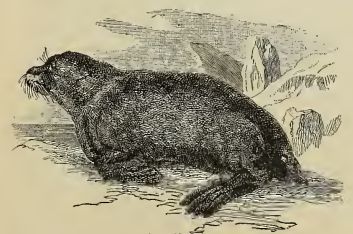
The ball has a ——— surface.
The table has a ——— surface.
The orange has a ——— surface.
The globe has a ——— surface.
The crayon has a ——— and a ——— surface.
An ink-bottle has a ——— and a ——— surface.

Name five objects having a ***plane*** *surface, five having a* ***curved*** *surface, five having a* ***plane*** *and a* ***curved*** *surface.*

89. LANGUAGE EXERCISE.

THE SEAL.

Write a description of the ***seal,*** *using the following*



THE SEAL.

POINTS. — Lives in cold regions; in or near water; length, about two feet; fore-paws used as paddles; hinder limbs used to steer or scull with; valuable; useful; flesh for food; skin for clothing, tents, boats; fat for oil.

90. PICTURE LESSON.



Pupils may ask ten questions suggested by this picture. Answer the questions and form a story.

91. LANGUAGE EXERCISE.

WATER.

Write a description of ***water,*** *using the following*

POINTS. — Vapor; dew; clouds; rain; steam; ice; springs; brooks; rivers; lakes; oceans.

To what uses is water put by man?

Salt-water; bitter-water; sulphur-water; hot-water; ice-water.

Where is each kind found? For what purposes are the different kinds used?



A WATER-FALL.

92. LANGUAGE EXERCISE.



A BLACKSMITH.

POINTS. — Uses anvil, pincers, hammers, forge, bellows, iron.

Makes horseshoes, bolts, tires, and many other kinds of wrought-iron articles.

Tell about some blacksmith you have seen.

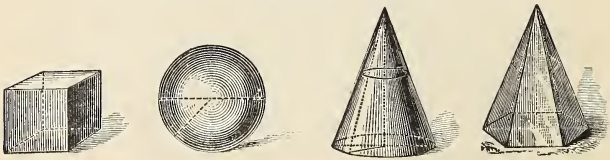
93. LANGUAGE EXERCISE.



CORAL.

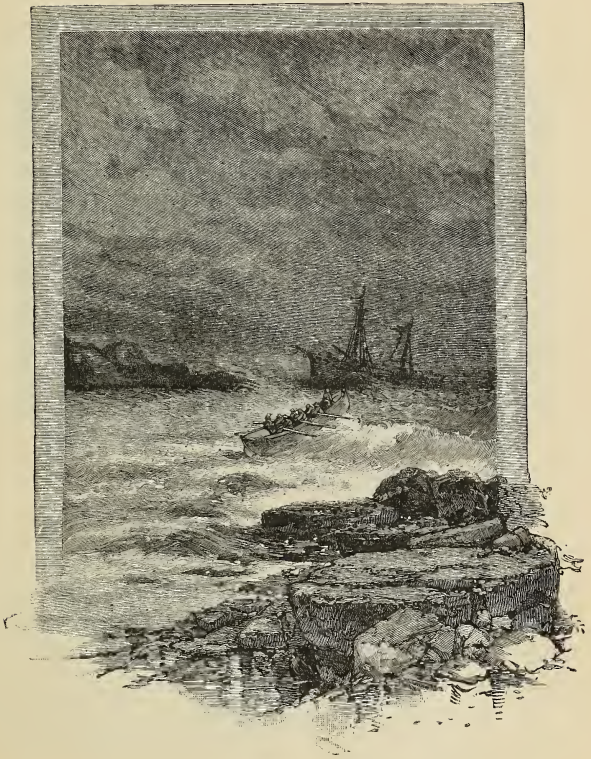
POINTS.—Found in water; in warm regions; skeletons of animals; forms reefs, islands; several colors; finest, pink, near Italy; looks like a shrub; delicate kinds in still-water. Used for jewelry.

94. LANGUAGE EXERCISE.



Describe each of several ***solids****—as,* ***cube, sphere, cone, pyramid.***

93. PICTURE LESSON.



Pupils may ask ten questions suggested by this picture. Answer the questions, and unite the answers to form a story.

96. LANGUAGE EXERCISE

SNOW.



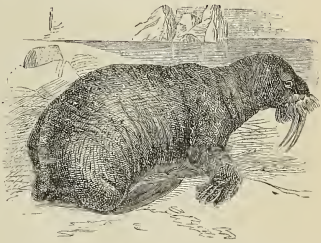
SNOW CRYSTALS.

Points. — Congealed vapor; flakes, hexagonal; countless variety of forms; soft; white; beautiful; cold; covers and preserves vegetation; useful; dangerous to travelers; blinding, on account of its dazzling appearance; blockades travel; causes loss of life; perpetual in the Arctic regions, and upon the tops of mountains; Mt. Blanc; found only in winter in temperate climate; melts, and forms springs, brooks, rivers, lakes.

Give a description of some avalanche you have read about.

97. LANGUAGE EXERCISE.

THE WALRUS.

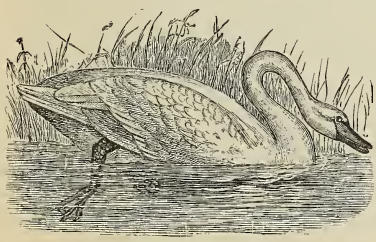


THE WALRUS.

Points.—Lives in Arctic regions; about fifteen feet long; good swimmer, slow and awkward on shore; when disturbed, makes loud roaring; brave in defending itself; captured for its ivory tusks, skin, fat; one acts as guard while the others sleep.

98. LANGUAGE EXERCISE.

THE SWAN.



THE SWAN.

Points.—Long-necked; short legs and webbed feet; powerful wings; graceful swimmer; harsh voice; intelligent; builds nests near water; feeds on roots growing under water; migratory; flies very high; if tame, will remain in one place throughout the year; said to live one hundred years.

99. PICTURE LESSON.



Pupils may write ten questions suggested by this picture. Answer the questions, and unite the answers to form a story.

100. LANGUAGE EXERCISE.

CLOVES.



CLOVES.

Points.—A spice; flower-buds and calyx of a kind of laurel; grows in tropical climates; West Indies noted for cloves; flowers in clusters; about the size of a pea; exposed to the smoke of a wood-fire; to the rays of the sun.

Qualities. — Aromatic, odorous, pungent, dry, vegetable.

101. LANGUAGE EXERCISE.

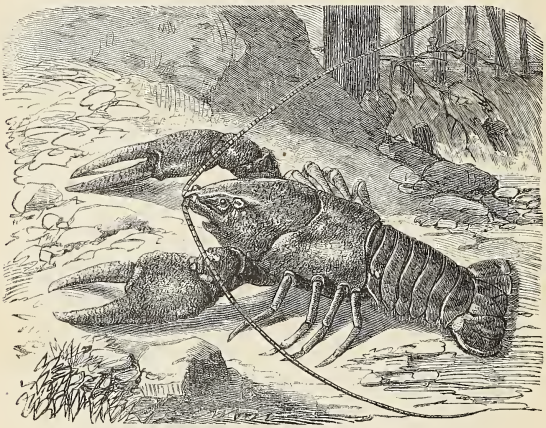


COAL.

Points.—Found in the earth; black; bright; com-

bustible; used for fuel; in making gas; mines; miners; access by shaft; taken out in buckets drawn by machinery; important coal-mines in England and United States.

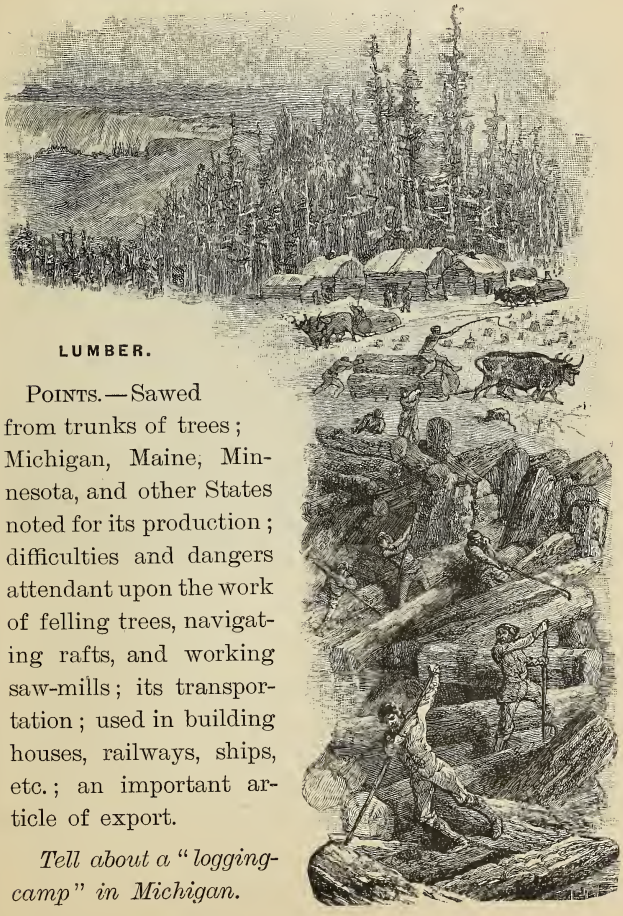
102. LANGUAGE EXERCISE.



THE LOBSTER.

Points.—Sometimes called the cray-fish; shell divided into parts; has ten feet; the front pair have large pincers; eyes prominent; antennæ long; seizes its prey with its pincers; found usually in salt-water; can live for some time on shore; captured in traps anchored under water; some are of large size; used for food; canning an important industry; exported in large quantities.

103. LANGUAGE EXERCISE.



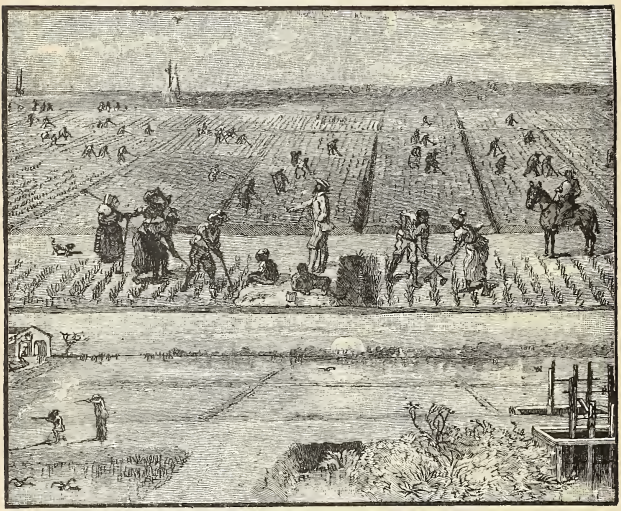
LUMBER.

POINTS.—Sawed from trunks of trees; Michigan, Maine, Minnesota, and other States noted for its production; difficulties and dangers attendant upon the work of felling trees, navigating rafts, and working saw-mills; its transportation; used in building houses, railways, ships, etc.; an important article of export.

Tell about a "logging-camp" in Michigan.

104. LANGUAGE EXERCISE.

RICE.



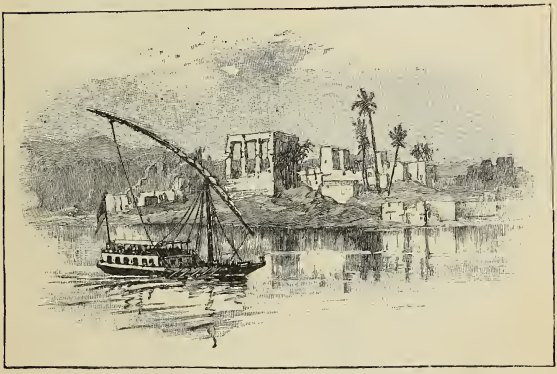
RICE-FIELD.

Points.—A kind of grain; similar to oats; grows usually in warm countries; in wet places; abundant in China, East and West Indies, and in several of our Southern States; used for food; wholesome; principal food of the Chinese; in India, women thresh and prepare the rice; certain kinds of paper made of rice; manufactured into many different articles.

Give a description of a rice-field.

105. LANGUAGE EXERCISE.

RIVERS.



VIEW ON THE NILE.

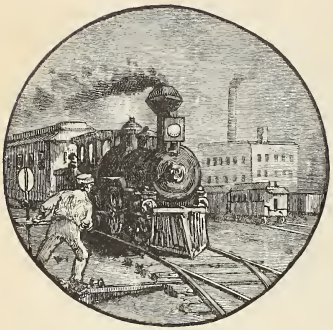
Points.—Streams of water; formed by springs, rain, melting snow and ice, glaciers,—as, the Rhone; useful for navigation, manufacturing, commerce; source of a river; mouth; many mouthed, the Mississippi, Nile; sometimes overflow; cause destruction of villages, towns, cities, bridges, loss of life; overflow enriches the land; bed of the river; sometimes rough; Rapids of the St. Lawrence, Falls of Niagara; some rivers salt near their mouths;—why?

Noted rivers—Amazon, Mississippi, Hudson, Rhine, and others.

Tell about some well-known river.

106. LANGUAGE EXERCISE.

RAILWAYS.



Points.—Constructed of rails placed upon firm supports; embankments; cuts; bridges; used to carry passengers, mails, and freight.

Tell about some railroad—its length, and the cities located upon it.

107. LANGUAGE EXERCISE.

THE EAGLE.

Points.—Bird of prey; seizes fawns, rabbits, wild turkeys, children, etc.; height, about three feet; sometimes lives one hundred years; great strength; endurance; fierce; somewhat brave; drives the young out of the nest.

Emblem of certain countries,—as, the United States, Prussia, and Austria.



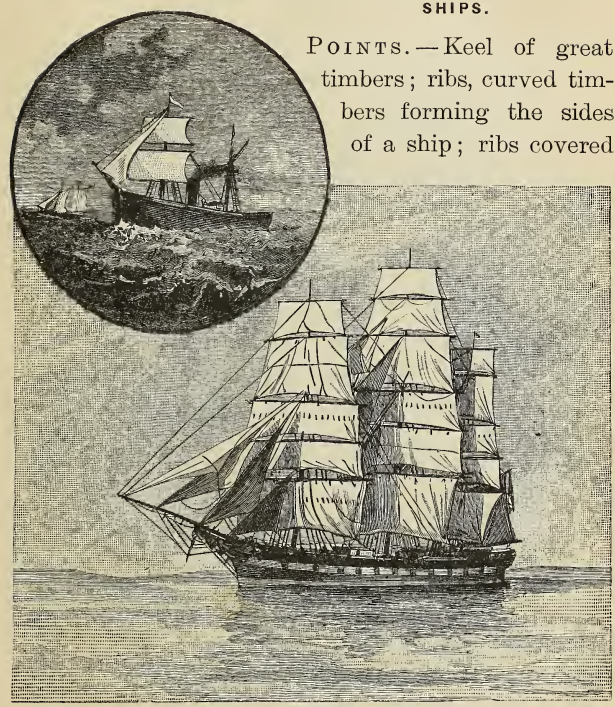
THE EAGLE.

Tell a story about an adventure with an eagle

108. LANGUAGE EXERCISE.

SHIPS.

POINTS. — Keel of great timbers; ribs, curved timbers forming the sides of a ship; ribs covered



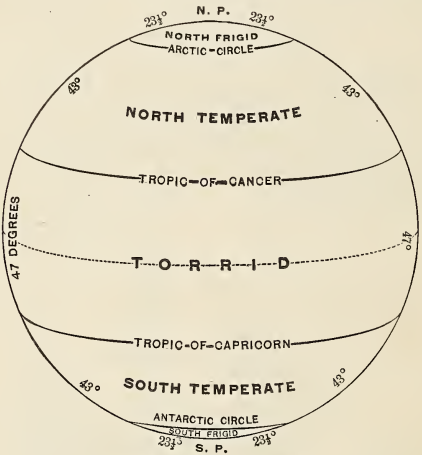
STEAM-SHIP. SAILING SHIP.

with planks; below the water-line, covered with sheets of metal; iron ships, wholly iron and steel; carry larger cargoes. Sailing vessels, sails, masts, rudder; steam-ships, engines, furnaces, smoke-pipes; some-

times paddle-wheels, sometimes propeller, or huge iron screw. Uses of ships are what?

Where built? Noted ships?

109. LANGUAGE EXERCISE.



THE FIVE ZONES.

POINTS.—Five zones; Frigid zones; north of the Arctic Circle; south of the Antarctic Circle; intensely cold; people wear furs; parts not inhabitable; Temperate zones; north and south; four seasons, spring, summer, autumn, winter; climate healthful; most habitable; Torrid Zone; two seasons, rainy and dry; intensely hot; vegetation dense; beautiful birds; countless wild animals; huge snakes.

110. LANGUAGE EXERCISE.

FLOUR.

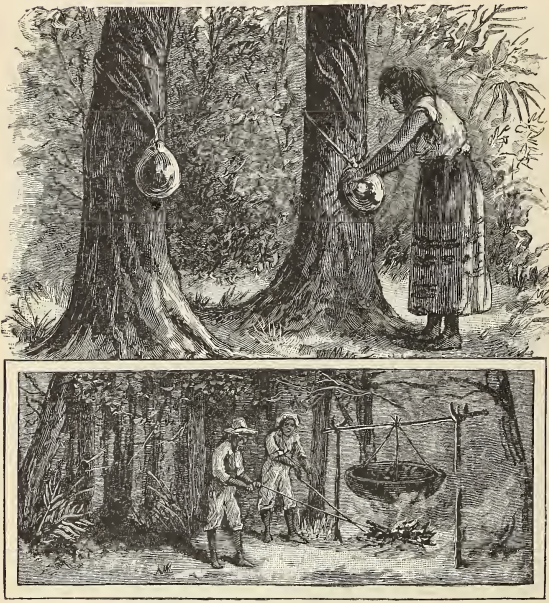


FLOUR-MILL.

Points.—Made from different kinds of grain,—as wheat-flour, rye-flour, graham-flour, corn-meal,—how each is prepared; the mills of Minnesota, Missouri, Ohio, and other parts of the country; what is made from flour; export large quantities to other countries.

111. LANGUAGE EXERCISE.

INDIA RUBBER.



COLLECTING AND PREPARING RUBBER.

POINTS.—Sap of a tree; grows in tropical regions; especially in South America; sap milky, collected, spread over molds made of clay; made hard by heat; colored dark by smoke; hardened with sulphur; elastic, durable; useful; opaque; odorous; flexible; impervious to water; used for boots, shoes, erasers, car-springs, balls, tubes, cloth.

112. LANGUAGE EXERCISE.

SALT.



SALT-MINE.

Points.—Mineral; white, sparkling; crystalline; fusible; granulous; found in the ocean, sea-salt; brine springs; dug from the earth, rock-salt. Most abundant in Austria and United States; most noted mine in Austria; 300 miles of galleries, corridors,

and caverns; salt-water put in shallow trenches, water evaporated; salt in crystals.

Used in food, preserving meat, glazing pottery, to harden soap, as a fertilizer, an emblem of purity.

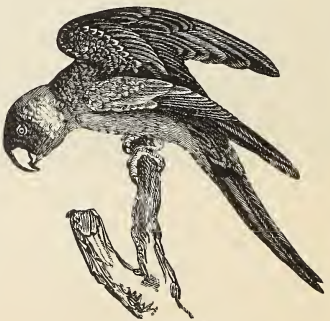
113. CHANGE OF POETRY TO PROSE

Change the following poetry into prose:

A million little diamonds
Twinkled on the trees;
And all the little maidens said,
"A jewel, if you please!"

But while they held their hands outstretched,
To catch the diamonds gay,
A million little sunbeams came
And stole them all away.

114. LANGUAGE EXERCISE.



THE PARROT.

POINTS. — Found in warm countries; beautiful plumage; often seen in flocks; live in forests, build nests in trees; feed on fruits, seeds, leaves, and buds; have great power of imitation; love to play tricks; affectionate to their masters; generally possessed of bad temper; short, stout, hard beak.

115. LANGUAGE EXERCISE.



PALMS.

POINTS.—Grow in tropical regions; many varieties; leaves at the top of the tree; useful; valuable; fruit used for food; wax, for candles; leaves, for fans and roofs of houses; leaf-stalks, for brooms; fibre of one kind powdered into pulp, to make cakes.

Tell about the cocoa-nut palm.

116. LANGUAGE EXERCISE.



VOLCANOES.

Points.—Burning mountains; along the Pacific coast of Asia and South America; in Iceland, Java, Italy; sometimes islands; throw out lava, etc.; destroy villages, cattle, fish; froth of lava, pumice-stone.

117. LETTER-WRITING.

You may copy the following letter, observing the names of the various parts.

Make the spaces in your copy the same as those used in the letter.

Point out capital letters and give reason for the use of each.

(Heading)

Maple Grove, N. Y.
March 27, 1886.

(Salutation)

My dear Sister,—

It is only six o'clock, but I have been out to see John feed the young chickens and turkeys. I never thought it would be so much fun to live on a farm, but there are more things to see than I have time to write about.

To-morrow I am going with cousin James to the orchard for apples, which we are to take to the cider mill.

Aunt Mary has a beautiful flower garden, and she lets me go out every morning and pick a bouquet to put on the table.

To-morrow will be my birthday. Auntie says she will make me a nice cake. I shall be nine years old.

Please give my love to papa and mamma.

Your loving sister,

Mary W. Williams

(Subscription).

(Address)

Mrs. Ellen H. Holcomb,

145 Elberton Av.

Baltimore, Md.

You may copy the address which is given above, and tell how it should be written upon the outside of an envelope.

Write in the same form, the address of one of your parents, or of some other relative.

Be careful to use the marks of punctuation in their proper places.

118. FORMS OF HEADING.

New Orleans, La.,
January 24, 1886.

125 Columbus Av., N. Y.,
June 30, 1886.

Geneseo, Livingston Co., N. Y.,
February 16, 1886.

You may write the heading for a letter written in the city (town or village) in which you live. Use either one of the forms given above which seems most suitable.

The name of the street and the house number should precede the name of a city. The name of the county and state should be used in the case of a small town, or when there are towns of the same name in different states.

The punctuation should be like that used in the forms on this page.

119. FORMS OF ADDRESS.

Messrs. Jones & Smith,
174 and 176 John St.,
St. Peters, Minn.

Your letter of the 4th, is received, and in reply, etc.

Mrs. C. W. Hopkins,
P.O. Box 174. Rochester, N. Y.
Dear Madam;-

A. C. Barrows & Co.,
114 William St., N. Y.
Gentlemen;-

Copy the above Forms of Address, and write others similar to them. Be careful to follow the punctuation used in the examples.

120. FORMS OF SUBSCRIPTION.

Your affectionate daughter,
Mary E. Everson.

Your obedient servant,
Henry W. Cummins.

Believe me, as ever,
Yours most sincerely
James Jacobson.

I am
Yours very truly,
James W. Monroe.

Yours most truly,
James H. Lane.

121. FORMS OF SALUTATION.

Sir;- Madam;- Miss Luce.
My dear Friend;- Sirs;-
My dear Miss Cooley;-
My dear Cousin;-

You may write a Form of Salutation to one of your parents;—to a friend;—to a stranger.

Use capital letters and marks of punctuation, as shown in the examples.

122. CHILDREN'S NOTES TO ONE ANOTHER.

Dear Minnie;-

To-morrow will be my birthday. Mamma says I may have a party. I want you to come and bring all your dolls. Come

early and we will have a good time.

Your friend,

Susie.

Erie, Pa. June 10, 1885.

Dear Susie;-

Thank you very much. I will come to the party and bring all the dolls. Maud has a new pink satin dress.

Your friend,

Minnie.

Erie, Pa. June 10, 1885.

Dear Ella;-

Will you please lend me your "Little Women?" Send it by Charlie I am in a hurry to read it.

I will let you have my "Munchausen."

Your friend,
Kittie Wilde.

South Bend, Ind.
June 11, 1885.

How many different kinds of sentences are used in the above letter? Give each sentence and name its kind.

What parts of the letter require an answer?

Show in Ella's answer that all these parts have received attention, and are answered in a proper manner.

Dear Kittie;-

Gracie has the "Little Women," so I send you my "Tanglewood Tales." You shall have the "Little Women" next. Please send "Munchausen" by Charlie.

Your friend,
Ella Reed.

South Bend, Ind.
June 11. 1885.

Copy in full, both Kittie's letter and Ella's answer, and then write two similar letters, using your own name and that of some friend in each.

Let the names of towns and dates be changed to those that would be suitable for yourself and your friend.

Be careful about the punctuation.

123. CHILDREN'S NOTES.—Continued.

Dear Mark;—

There is to be a game of base-ball in the Meadows, Saturday afternoon. The Dexter Nine is coming. Uncle Charles says we may take his horse and wagon, if you will go.

Yours truly,
Frank Hill.

Utica, N. Y.,
July 7, 1885.

Copy the above letter, noticing each part that could be mentioned in a letter from Mark to Frank. Write what you think would be Mark's answer.

Dear George:

Father and I are going to Lee's Brook, trout fishing, to-morrow morning. Will you go with us? We shall start at six o'clock and take our dinner. Plenty of black berries at Miller's woods now. Father says we may stop and get some.

Your true friend,

Carl Lane.

Grafton, N. H.,

August 14, 1885.

Dear Carl;-

Mother says I may go with you. Won't it be grand? I will take cake enough for us all.

Suppose we pick a pail-ful of blackberries for Uncle Henry,- he never has any thing nice?

Good-by till to-morrow.

Your friend,

George.

Grafton, N. H.,

August 14, 1885.

To the Teacher.—When pupils have become familiar with the form of letters, special attention should be given to the paragraphing and the arrangement of sentences.

124. SUBJECTS FOR LETTER-WRITING.

You may write letters upon the subjects given below. Use forms like those given on the preceding pages.

To a friend, describing your school.
From London to a friend.
From a young man in California.
From New York, to a brother in Chicago.
To a grocer, ordering certain articles for household use.
To a book-seller in New York, inquiring about certain books, their price, etc.

125. COMPARISON EXERCISES.

I.

A church. A cottage.

In what ways they resemble each other.

Both have walls, built of stone, wood, or brick; windows; floors; stairs; chimneys; seats; furniture.

How they differ.

Has few rooms; used for worship; has little furniture; sometimes crowded with people; sometimes empty.

Has many rooms; used for living, eating, sleeping; often has much furniture; used all the time; for few people.

You may add other points to those already given, and write a description of a ***church*** *and of a* ***cottage.***

II.

A horse. A cow.

How they are alike.

Both have four legs; hoofs; hair; tail; eat grass, hay, grain; fond of home; useful to man.

How they differ.

Labors; has entire hoofs; bushy tail; mane and forelock; moves quickly.

Has parted hoofs; chews cud; has long, slender tail; has horns; moves slowly; gives milk for food; flesh used for food.

You may add other points to those already given, and write a description of a ***horse*** *and a* ***cow.***

III.

A dog. A cat.

How they are alike.

Both have fur; four legs; toes; claws; eat flesh; love home; have keen sense of sight; have keen sense of smell.

In the same manner as in I. and II., you may tell in what ways a ***dog*** *and a* ***cat*** *resemble each other, and in what ways they differ, and write a description of each.*

IV.

A duck. A hen.

How they are alike.

Both have feathers; wings; toes; claws; lay eggs; are good for food.

In the same manner as in I. and II., you may tell in what ways a ***duck*** *and a* ***hen*** *resemble each other, and in what ways they differ, and write a description of each.*

Select other subjects for comparison, and treat them in the same manner as shown in this section.

126. MIND PICTURES.

I.

I think I see a book. It is a new book. It has bright green covers. The book has gilt edges. I see a good many pictures in it. The title of the book is Robinson Crusoe.

We will arrange the thoughts and connect them.

I see a new book. It has bright green covers and gilt edges. There are a great many pictures in it. The title of the book is Robinson Crusoe.

II.

I think I see a pond. A boat is on the pond. A boy and a girl are rowing the boat. The girl has on a large straw hat. Her doll is in her lap. The grass is green on the shore of the lake. Some flowers are growing in the grass. I think it is a pleasant day. The sun is shining. The boy and the girl are having a good time.

In the same manner, as in I., you may connect these thoughts in the form of a story.

III.

You may write what you think about any of the subjects given below.

After you have written, you may connect your thoughts in the form of a story.

A flower garden.
A river.
A city or village.
A school-room.
A rainy day.
A walk in the country.
A supper table.
A ride on the cars.
A farm.
A large building.
A pet animal.
A game of base-ball.

127. REVIEW EXERCISE.

1. **Nouns** are name-words.

2. **Adjectives** are words used to limit nouns and pronouns.

3. **Pronouns** are words used in place of nouns.

4. **Verbs** are telling, or asserting words.

5. **Adverbs** are words used to limit verbs, adjectives, or adverbs.

6. **Prepositions** are relation-words.

7. **Conjunctions** are connecting-words.

8. **Interjections** are emotion-words.

These different classes of words are called **parts of speech.** Every word in our language belongs to some one of these **parts of speech.**

A **declarative sentence** tells or declares something.

An **interrogative sentence** asks a question.

An **imperative sentence** expresses a command or a desire.

An **exclamatory sentence** expresses an emotion.

Nouns and pronouns denoting **one** person or thing, are **singular** in **form.**

Nouns and pronouns denoting **more than one** person or thing, are **plural** in **form.**

The first word of every sentence should begin with a **capital letter.**

Proper nouns should begin with a **capital letter.**

The pronoun **I** should always be written as a **capital letter.**

The interjection **O** should always be written as a **capital letter.**

The **apostrophe** (') and **s** should be placed after all possessive nouns **not ending in s.**

The **apostrophe** only, should be placed after possessive nouns **ending in s.**

Initial letters, when used alone, and **abbreviations,** should always be followed by a **period.**

The omission of a letter from a word is indicated by an **apostrophe.**

The omission of **and** from a sentence, is indicated by a **comma.**

A **period** should be placed at the end of every **declarative** and **imperative** sentence.

An **interrogation point** should be placed at the end of every **interrogative** sentence.

An **exclamation point** should be placed at the end of every **exclamatory** sentence.

Words **quoted** in writing or printing, should be set off by **quotation marks.**

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BARNES'

WORKING LESSONS

IN ENGLISH

OR

SHORT STUDIES

PARTS II & III

(*ENLARGED*)



Illustrated

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AMERICAN BOOK COMPANY

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A. S. Barnes & Company
New York, U. S. A.



Teachers who believe that pupils should learn to express their thoughts with ease and rapidity, either orally or in writing, will heartily welcome this little volume.

Accustomed to the listless iteration of grammatical nomenclature, a great surprise awaits the teacher who faithfully tries to carry out the author's methods as here developed.

Nothing delights a pupil more than to be able to apply principles already learned, and when the successive steps are so gradual that he passes from one to another without difficulty, his delight is doubled.

Many a bright boy completes the course in our public schools, thoroughly familiar with all the technical details of the subject of grammar, but wofully deficient in ability to express his thoughts.

Believing that pupils ought to be able to apply the principles of any science as fast as learned, this volume aims to furnish the largest possible amount of work for the pupils' hands and eyes, and to prevent the committing to memory of abstract facts without knowing the reasons therefor.

The active, restless mind of the young pupil must be kept occupied; and if, in addition to such mental activity, the hands and eyes are kept employed, intellectual development is assured.

It will be simply impossible for the pupil to go through Part One of SHORT STUDIES IN ENGLISH, in the manner intended, without learning the use of Capitals, Punctuation, something of the structure of the English Sentence, and Letter-writing.

Each Language Exercise of this book should be specially used to develop the principle learned in the previous section. No teacher will attempt to teach every thing pertaining to a written exercise in one lesson; but will first develop the subject matter of the lesson, and, incidentally, that of all previous lessons. In this way, each exercise will be a constant daily review of all matter previously learned.

Teachers are earnestly requested to carry out the ideas of the author by having all work done as directed. It will avail but little to go over the book, committing definitions, without applying the principles.

Vary the exercises by using the slate, paper, or blackboard; also by supplying other exercises similar to those given in the book.

Use pictures from other books, magazines, or papers, to give new thoughts and ideas. The ability to vary an exercise is a great accomplishment in a teacher.

The perceptive faculties of the mind must be stimulated and thoughts engendered, before facility of expression can be expected.

PART II.

1. THE SENTENCE.

You may think of something that birds do.

You may now tell what you thought about birds.

What did you do first?

What did you do after you had thought?

You may now think of something that cats do; ducks; hens; monkeys.

Write what you have thought about each of these animals.

Example.—Ducks swim.

A thought expressed in words is a sentence.

EXERCISE.

You may tell why each of the following groups of words is a sentence.

Wool is soft.
Boys like foot-ball.
Roses are fragrant.
Kittens are playful.
Swallows fly rapidly.
Showers cool the air.
Pansies are beautiful.
Oak-trees grow slowly.

EXERCISE.

You may write eight sentences, using in each, one of the following words:

bell	stone	home	thimble
mice	knife	spoon	carriage

2. UNITING SHORT SENTENCES.



THE QUAIL.

Quails eat berries and grain.

Quails eat small insects.

Quails fly low.

Quails sleep on the ground.

How many **sentences** are there in this group? Why is each a **sentence?**

We will unite these sentences.

Quails eat berries, grain, and small insects. They fly low, and sleep on the ground.

EXERCISE.

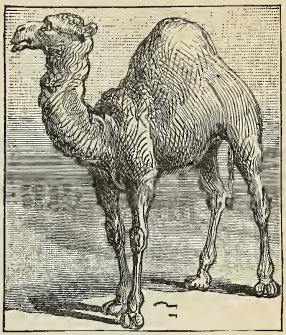
Unite the ***sentences*** *in the following groups, and tell why each is a* ***sentence.***

Owls hoot.
Owls fly about at night.
Owls eat mice and birds.
Owls can see in the dark.



THE OWL.

A camel is a large animal.
A camel has a long neck.
It has a small head.
A camel is kind and patient.
It can easily travel over a sandy desert.



THE CAMEL.

3. THE SUBJECT.

You may write a sentence about each of these words:

ants	birds		
boys	tigers		
lions	bears	cows	horses

Example.—Birds fly among the branches of the trees.

What did you say about cows? About tigers? About how many animals have you written? What did you say about each?

That about which something is said, is a subject.

EXERCISE.

You may write the ***subjects*** *in the sentences given below. Tell why each is a* ***subject.***

Model.— ——— is a **subject,** because it is **that about which something is said.**

Cats have soft fur.
Boys play base-ball.
Dogs are fond of home.
Cows have parted hoofs.
Horses are fond of sugar.
Acorns grow on oak-trees.
Silk is made by silk-worms.
Pea-nuts grow under ground.
Cocoa-nuts grow on palm-trees.
Snow melts when the sun shines.

4. USING CERTAIN WORDS AS SUBJECTS.

You may write something about each of the ***subjects*** *given below.*

Example.—Large whales ‖ are seldom found.

Place double vertical lines after each ***subject,*** *as above.*

red roses	strong cord	large whales
new books	green grass	ripe strawberries
cold water	wild daisies	beautiful pictures
noisy boys	young birds	very tall pine-trees

Tell why each is a ***subject.***

Model.—Large whales is a **subject,** because it is **that about which something is said.**

How many words are there in each of the **subjects** about which you have written?

A subject often consists of a number of words.

You may write five ***subjects.*** *Tell something about each. Explain why each is a* ***subject.***

5. USE OF *THEM* AND *THOSE.*

You may write the sentences given below, supplying in each, one of the words ***them*** *or* ***those.***

CAUTION.—*Do not use* ***those*** *with a* ***singular noun.*** *Do not use* ***them*** *for* ***those.***

I saw ——— on the table.
I should like to see ———.
——— books are Edward's.
Can you use ——— skates?
How pretty ——— lilies are.
Please bring me ——— roses.
I think ——— books are mine.
Please hand me ——— apples.

6. LANGUAGE EXERCISE.



What is this boy doing?
Why does he carry the little girl?
What is the other little girl doing?
Why are these children walking in the water?
Where does the water come from?
How many boats do you see in the distance?

You may ask five other questions about this picture. Answer the questions, and connect the answers in the form of a story.

Explain each of the marks of punctuation you have used. Name the words that you have begun with capital letters, and give reason for the use of each capital.

7. THE PREDICATE.

Beavers swim.

What is the **subject** of this sentence?
What is said about **beavers?**

You may write something about each of the following ***subjects:***

My new kite.	A pretty leaf.	The small chair.
A large book.	A sharp knife.	A bag of marbles.
The large box.	The young bird.	The spool of thread.

Examples.—The large box is square.
My new kite is a large one.

That which is said about a subject, is called a predicate.

EXERCISE.

You may supply ***subjects,*** *and explain the* ***sentences*** *given below.*

Models.—**Sponge grows,** is a **sentence,** because it is a **thought expressed in words.**

Sponge is the **subject,** because it is **that about which something is said.**

Grows is the **predicate,** because it is **that which is said of the subject.**

Sponge grows.	——— cackle.	——— draw loads.
——— sing.	——— jumps.	——— climb trees.
——— walk.	——— blossom.	——— have wings.
——— reads.	——— eat nuts.	——— make honey.
——— skate.	——— play ball.	——— build houses.
——— swim.	——— has a kite.	——— catch insects.
——— croak.	——— mow grass.	——— study lessons.

8. PREDICATES CONSISTING OF A NUMBER OF WORDS.

You may supply ***subjects,*** *and tell why each of the following is a* ***predicate.***

——— has been seen in the window. ——— plays with a ball. ——— runs up stairs. ——— grows in the garden. ——— are caught in many parts of the ocean. ——— are made of iron.

How many words are there in some of these **predicates?**

A predicate often consists of a **number of words.**

9. LANGUAGE EXERCISE.



Where is this boy standing?

What is he doing?

How do the boy's clothes seem?

Where is the boy filling his jug?

After he has filled the large jug with water, where will he carry it?

How old is the boy?

What time of the year do you think it is?

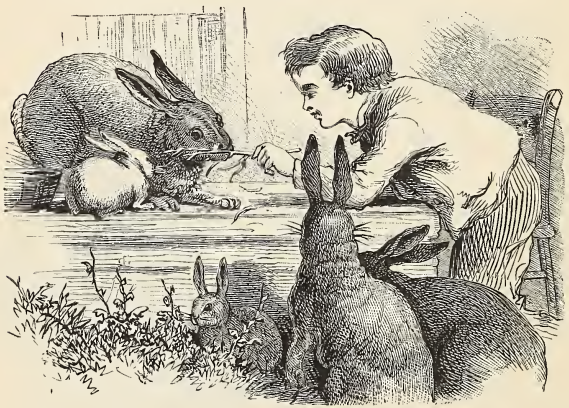
You may ask five other questions about this picture. Answer the questions, and connect the answers in the form of a story.

10. USE OF *IS, ARE, WAS,* AND *WERE.*

You may write the following sentences, supplying in each, one of the words ***is, are, was,*** *or* ***were.***

They ——— here. The sailor ——— on the ship. The ashes ——— taken away. The kittens ——— asleep when I saw them. One of you ——— mistaken. Six ——— too many apples for you. The scissors ——— broken by accident. My fingers ——— frozen. It ——— not your fault.

11. LANGUAGE EXERCISE.



You may write a description of rabbits, using the following

Points.—Soft fur; black, white, or gray; hind legs short; jumps very far; long ears; large eyes; short tail; eats grass and leaves of vegetables; chews the cud; very timid; flesh used for food.

12. USE OF *SHE, I, HIM,* AND *ME.*

You may write the following sentences, supplying in each, one or more of the words ***she, I, him,*** *or* ***me.***

——— is older than ———. Ask ——— to go with ———. It was not ——— whom I met. Shall you and ——— go down to the pond? Uncle Joseph came for you and ———. Those gloves are for ———. That is not ———. It is ———. This orange is for you and ———. Who will go? ——— will go. John went with you and ———.

13. KINDS OF NOUNS.

Two boys are in the same class: the name of one is Thomas; the name of the other, Arthur.

Do you know which of these boys I mean, when I say **boy?**

Why do you know which one I mean, when I say **Thomas?**

Do you know which month I mean, when I say **month?**

Why do you know which month I mean, when I say **June?**

What then is the difference between the words **boy** and **month,** and the words **Thomas** and **June?**

Nouns like month, boy, and girl, are called common nouns.

A common noun is the name given to any one of a class of objects.

Names like Thomas, Boston, June, and Monday, are called **proper nouns.**

A **proper noun** is the name of a particular object.

A **proper noun** must always begin with a **capital letter.**

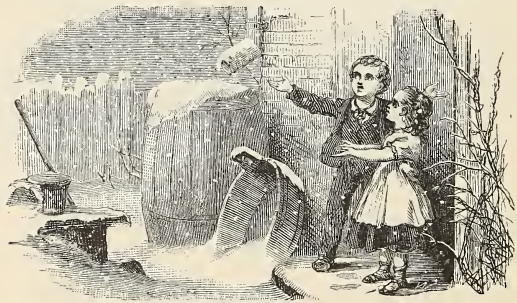
Point out the ***common nouns*** *and* ***proper nouns*** *in the following sentences:*

John has more books than George. In July, our vacation will begin. August is a warm month. The President of the United States is inaugurated in the month of March.

EXERCISE.

You may write ten ***common nouns.*** *Tell why they are common nouns. Write ten* ***proper nouns.*** *Tell why they are proper nouns.*

14. LANGUAGE EXERCISES.



You may ask ten questions suggested by this picture. Answer the questions, and connect the answers in the form of a story.



You may ask ten questions suggested by this picture. Answer the questions, and connect the answers in the form of a story.

13. USING COMMON AND PROPER NOUNS.

You may write the ***common*** *and* ***proper nouns*** *given below, writing each kind in a separate column. Write something about each.*

Example.—The crayon is brittle.

pen	book	Utica	Albany
bell	ruler	pencil	ink-stand
slate	Lucy	Boston	Baltimore

You may write five other ***common*** *and five other* ***proper nouns.*** *Write something about each.*

Tell why each noun you have used is called a ***proper,*** *or a* ***common noun.***

16. EXPLAINING SENTENCES.

You may explain the sentences given below, using this model.

1. *Sentence.*
2. *Subject.*
3. *Predicate.*
4. *Common noun.*
5. *Proper noun.*

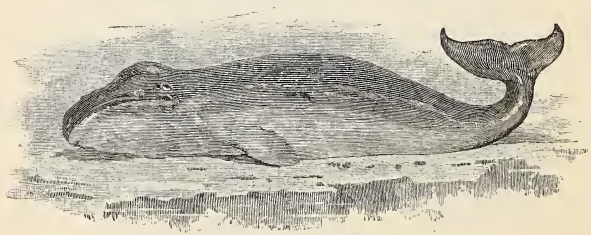
} Why?

Models.— ——— is a **common noun,** because it is the **name given to any one of a class of objects.**

——— is a **proper noun,** because it is the **name of a particular object.**

Caterpillars will change to butterflies. Swallows and robins like the homes of men. Many beautiful plants grow in the ocean. The swamps of Florida are called everglades. The life of the butterfly is short. William has read Robinson Crusoe. The leaves of the geranium are fragrant. Brooklyn is on Long Island.

17. UNITING SENTENCES.



THE WHALE.

You may unite the sentences in the following groups, as in section 96.

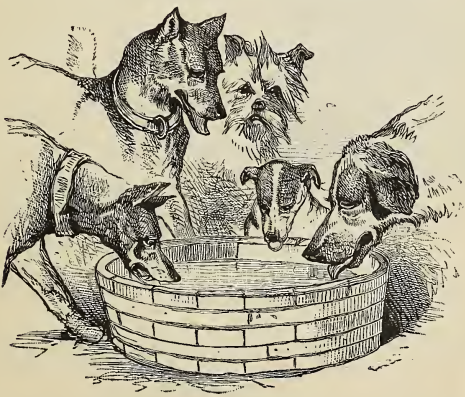
The whale is a large animal. The whale lives in the ocean. The whale has small eyes. The whale has small ears. The whale can hear quickly. Oil is made from the whale. Whalebone comes from the whale.

Gold is a very useful metal. The color of gold is yellow. It is found in sand. Gold is found in rocks. It is used for coining money.

Paper was made in ancient times. It was made from the stems of the papyrus plant. Paper is now made from straw, old paper, rags, and wood. It is used for writing, printing, wrapping, car-wheels, pails, and fans.

Jennie and I went to Boston. We went to visit Aunt Lucy. We went to buy toys for little Mary. We bought her a doll and a doll's house. Aunt Lucy sent her some oranges. Uncle James took us to the Museum.

18. LANGUAGE EXERCISE.



You may write a story about dogs, suggested by this picture, using the following

POINTS.—How many dogs; different kinds; how alike; how different; what time of year; how dogs drink.

19. USE OF *FROZE* AND *FROZEN*.

You may write the following sentences, supplying in each, one of the words ***froze,*** *or* ***frozen.***

Your ears have been ———. The lake is ——— over. I am afraid I shall be ———. I hope my plants are not ———. The water ——— in the pan. It ——— an inch thick. The plants look as though they were ———. You look as though you were nearly ———.

20. DIAGRAMMING.

Trees || grow.

Why is this a **sentence?**

What is the **subject?**

What is the **predicate?**

Trees || grow
Some slowly.

What word limits the subject **trees?**

What word limits the predicate **grow?**

Words used to limit other words are called modifiers.

Where is the word limiting the **subject,** placed in the diagram?

Where is the word limiting the **predicate,** placed?

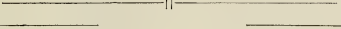
EXERCISE.

You may diagram the following sentences, pointing out the ***limiting-words.***

Some men act foolishly.
Dirty streets look badly.
Many birds sing sweetly.
Many children read nicely.
Many persons write poorly.
The church-bells ring slowly.

21. COMPOSING SENTENCES.

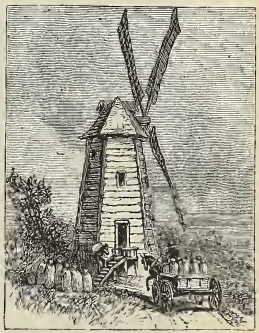
You may compose five sentences, and diagram them according to the following model.



22. LANGUAGE EXERCISE.

What is this building called?
What is its shape?
What has it on one side?
For what is it used?
What is the man in the cart doing?

You may ask five other questions about this picture. Answer the questions, and write a description of a windmill.



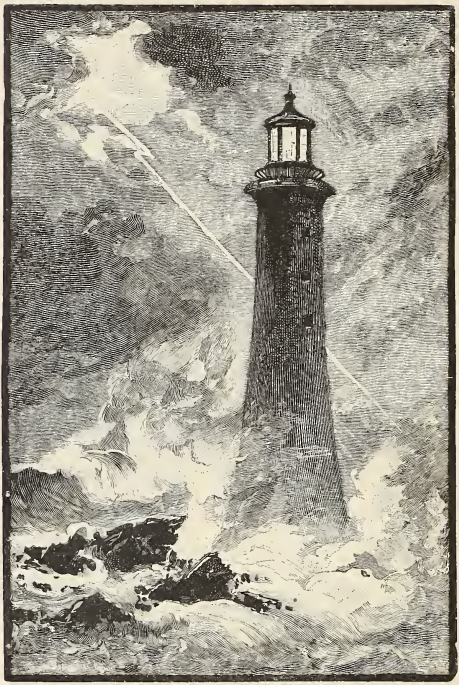
THE WIND-MILL.

23. USE OF *FORGOTTEN* AND *FORGOT*.

You may write the following sentences, supplying in each, one of the words ***forgot,*** *or* ***forgotten.***

You have ——— your hat. Who has ——— to bring paper? I ——— the bouquet you gave me. Who said it was ———? I have ——— mine. I ——— to tell you who called.

24. LANGUAGE EXERCISE.



A LIGHT-HOUSE.

You may describe this picture, using the following

Points.—On the sea-shore; thick stone walls; high; large lantern; dark night; strong light, far out on the water; guides sailors; saves lives; strong foundation; dashing waves; faithful keeper.

25. USE OF *TEACH* AND *LEARN*.

To **teach,** is to give instruction.

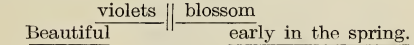
To **learn,** is to receive instruction.

You may write the following sentences, supplying in each, one of the words ***teach,*** *or* ***learn.***

I can ——— my lesson. Will you ——— me to draw? How long will it take you to ——— me? I can not ——— my geography lesson. Will you ——— me how to skate? Do not ask me to ——— you You will not ——— me how to knit.

26. DIAGRAMMING.

Beautiful violets blossom early in the spring.



This is a **sentence,** because it is **a thought expressed in words.**

Beautiful violets is the **subject,** because it is **that about which something is said.**

Beautiful is an **adjective modifier** of the noun **violets.**

Blossom early in the spring is the **predicate,** because it is **that which is said of the subject.**

Early in the spring is an **adverbial modifier** of the verb **blossom.**

EXERCISE.

In the same manner, you may diagram and explain the following sentences:

Wild roses grow plentifully in waste places. Indian corn grows rapidly in hot weather. Busy farmers rise early in the morning. Beautiful ferns are found in deep woods. Common buttercups are seen by dusty road-sides. The sweet-flag blossoms freely in moist meadows. Tiger-lilies wave gracefully in wet places.

27. LANGUAGE EXERCISE.



COTTON.

You may write a description of the cotton-plant, using the following

POINTS. — Plant; shrubby; flower, red, purple, yellow; grows in warm climates; blossoms about June; picking begins about August; India the oldest cotton-producing country; introduced into this country in 1536; first cotton-mill in the United States, 1791; Eli Whitney's cotton-gin, 1793; woven into cloth; used in hospitals, for burns and wounds; United States greatest cotton-producing country; labor of production done chiefly by negroes; important article of commerce.



28. USE OF *SPOKE* AND *SPOKEN*.

You may write the following sentences, supplying in each, one of the words ***spoke,*** *or* ***spoken.***

He ——— very well. Willie ——— with ease. You have ——— too soon. The man ——— in German. I should have ——— louder. Have they ——— to you about it? Has Edward ——— to you about it? Who said you had ——— of it? He has ——— the truth.



29. LANGUAGE EXERCISE.

You may write a story, suggested by these pictures.



Points.—Dog ran; barked; through field; saw frog; grass; bank; large; spotted; long jumps; swam; shore; hid; under stumps; safe; croaks; at night; ponds, ditches, and marshes.



30. NOUN COMPLEMENTS.

General Grant was president.

What is the **predicate** of this sentence?

What word in the predicate tells **what** Grant was?

What part of speech is **president?**

If we should say **General Grant was,** the sentence would be incomplete.

What word in the sentence completes the meaning of the verb **was?**

When a word is used to complete the meaning of a verb, it is called its complement.

When a noun is used to complete the meaning of a verb, it is called a noun complement.

EXERCISE.

You may point out the ***noun complements*** *in the sentences given below. Explain why each is a* ***complement.***

Model.— ——— is a **noun complement,** completing the meaning of the **verb** ———.

Iron is a metal.
Oysters are bivalves.
Wood was a botanist.
Asbestus is a mineral.
Longfellow was a poet.
Webster was an orator.
Morse was an inventor.
The book is a geography.
The general is an invalid.
The horse is a quadruped.

31. FORMING SENTENCES WITH NOUN COMPLEMENTS.

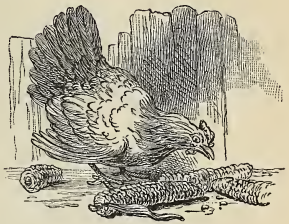
You may form sentences, using in each, one of the words given below, as ***noun complements.*** *Explain why each is a* ***complement.***

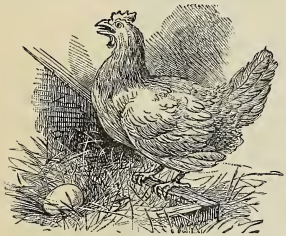
ax	shell	paper	whale
log	book	house	ostrich
hat	stove	camel	leopard
bird	wood	string	elephant

32. LANGUAGE EXERCISE.

This is Speckle. What is she doing?

What will she do after she eats the corn?





What is Speckle doing now?

What happened to Speckle's nest of eggs?



You may ask other questions about these pictures. Answer the questions, and connect the answers in the form of a story.

33. USE OF *WHO* AND *WHOM*.

You may write the following sentences, supplying in each, one of the words, ***who*** *or* ***whom.***

To ——— are you writing? To ——— do you refer? ——— do you look for? From ——— is your letter? ——— will carry the parcel for me? To ——— will you take the grapes? ——— will go if I do not? ——— did you invite? For ——— are these flowers? To ——— was the offer made?

34. ADJECTIVE COMPLEMENTS.

Gold is yellow.

What is the **subject** of this sentence?

What is the **predicate?**

What word **completes the meaning** of the verb **is?**

What part of speech is **yellow?**

When an adjective is used to complete the meaning of a verb, it is called an adjective complement.

EXERCISE.

You may point out the ***adjective complements*** *in the sentences given below. Explain each.*

Model.— ——— is an **adjective complement,** completing the meaning of the **verb** ———.

Ice is cold.	Chalk is brittle.	Clover is fragrant.
Fur is soft.	Lemons are sour.	The pencil is black.
Coal is useful.	Dogs are faithful.	Kittens are playful.
Lead is heavy.	A tiger is striped.	Acorn cups are rough.
Gold is yellow.	Oranges are juicy.	The summer is warm.

EXERCISE.

You may form sentences containing the words given below, used as ***adjective complements.*** *Explain each sentence.*

fine	large	round	honest
bold	black	bright	square
long	small	coarse	beautiful
high	green	pretty	sparkling

35. LANGUAGE EXERCISE.



EDWIN LEE AND HIS MOTHER.

Where are Mrs. Lee and Edwin?

What season of the year is it?

What is Edwin doing?

Why does he tie up the flowers?

What kind of flowers are they?

What is Mrs. Lee doing?

For whom do you think she is knitting the stocking?

You may ask ten other questions suggested by this picture. Answer the questions, and connect the answers in the form of a story.

36. OBJECT COMPLEMENTS.

The soldiers built the fort.*

What was it the soldiers **built?**

What word completes the meaning of the verb **built?**

What kind of a verb is **built?**

What **pronoun** could be used in place of the words, **the fort?**

A noun, or pronoun, used to complete the meaning of a verb, is called an object complement.

EXERCISE.

You may write the sentences given below, supplying ***object complements*** *in the vacant places. Tell why each is an* ***object complement.***

Ships carry ———.
James bought ———.
Coral insects build ———.
Ships visit foreign ———.
Each boy carried a ———.
California produces ———.
Colorado mines yield ———.
Edward made a large ———.
New York State produces ———
George has been studying ———

Model.—George has been studying Latin.

Latin is the **object complement** of the verb **has been studying.**

37. FORMING SENTENCES WITH OBJECT COMPLEMENTS.

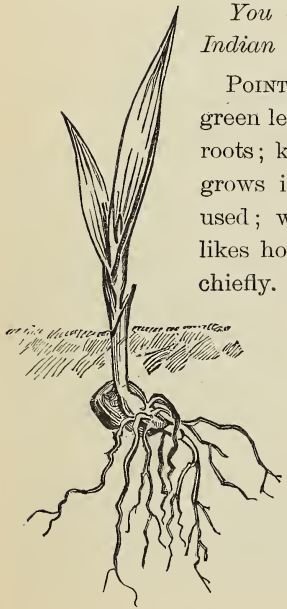
You may write sentences, using the following ***verbs.***

Each sentence must have an ***object complement.***

Example.—George received the letter.

saw	wrote	bought	has learned
made	sewed	followed	had painted
saved	sawed	had given	was singing
found	picked	is learning	have learned

38. LANGUAGE EXERCISE.



INDIAN CORN.

You may write a description of Indian corn, using the following

POINTS.—Tall; straight; glossy; green leaves; jointed stems; fibrous roots; kernels hard; yellow; white; grows in cool climates; for what used; which states produce most; likes hot weather; by whom raised chiefly.

39. TRANSITIVE AND INTRANSITIVE VERBS.

1. William laughed.
2. George has seen a windmill.

In which of these sentences is the **object complement?**

Can you add an **object complement** to the first sentence?

*You may write in one column all the **verbs** in the following list, after which **object complements** can*

be placed; and in another column, you may write all those after which an ***object complement*** *can not be placed.*

ate	wept	came	drank
ran	drive	listen	sawed
sung	crept	begin	sprung
drew	arose	swam	shrunk

A verb that requires an object complement, is called a transitive verb.

A verb that does not require an object complement, is called an intransitive verb.

EXERCISE.

You may explain the ***transitive*** *and* ***intransitive verbs*** *in the following sentences.*

Birds fly.	Pansies bear seed.
Minnie runs.	Emma shells peas.
William laughs.	Pine-trees bear cones.
Bees make wax.	Reindeer draw sledges.
The baby smiles.	Julia waters the plants.
Rushes grow tall.	Woodpeckers eat insects.
The boat has oars.	The men are making hay.

40. USE OF *WOVE* AND *WOVEN*.

You may write the following sentences, supplying in each, one of the words ***wove,*** *or* ***woven.***

The carpet is ———. The straws were ——— together. Emma ——— the rushes into a basket. Silk is ——— by machinery. Sarah ——— a mat. I saw colored yarn ——— into a bird's nest. How beautifully the cloth is ———. The mat is ——— evenly.

41. LANGUAGE EXERCISE.



You may write a story suggested by this picture, using the following

POINTS.—Plant; hot climates; tall; slender; raised from cuttings; every year; useful; juice in stalk;

pressed out; sugar-mill; boiled; evaporated: molasses; sugar.

42. FORMING SENTENCES WITH TRANSITIVE AND INTRANSITIVE VERBS.

You may select twenty verbs from your Reader, and write them in a column.

Write the letters ***t v*** *after each* ***transitive verb,*** *and* ***i v*** *after each* ***intransitive verb.***

You may form sentences, containing the verbs you have written.

43. LANGUAGE EXERCISE.



THE BAT.

You may tell something about bats, using the following

POINTS.—Body like a mouse; large ears; strong, large wings; has claws on its wings; for what used; flies rapidly; likes darkness; sleeps all day; head downward; hangs; how: eats insects and fruits; has four large front teeth; other teeth small; is found in hollow trees, caves, under the roofs of houses, and in old buildings.

44. LIMITING NOUNS.

1. The author, Charles Dickens, wrote David Copperfield.
2. Charles Dickens, the author, wrote David Copperfield.

What is the **subject** of the first sentence?

What is the **subject** of the second sentence?

What words in the first sentence **explain** what author wrote **David Copperfield?**

What words in the second sentence **explain** what **Charles Dickens** was?

What part of speech is **author?**

What part of speech is **Charles Dickens?**

The words **Charles Dickens,** in the first sentence, and **author,** in the second sentence, are **explaining nouns.**

A noun is often used to explain another noun.

Notice commas inclosing ***Charles Dickens,*** *in first sentence, and* ***the author,*** *in second sentence.*

Explaining nouns are set off by commas.

EXERCISE.

Explain the sentences given below.

Model.—Tennyson, the poet, wrote Locksley Hall.

Tennyson is the **subject,** because it is that about which something is said; **wrote Locksley Hall,** is the **predicate,** because it is that which is said of the **subject; wrote** is the **verb** limited by the **object complement Locksley Hall; poet** is a **noun,** explaining the **noun Tennyson.**

Hudson, the navigator, discovered the Hudson River. Longfellow, the poet, wrote Evangeline. Washington Irving, the author, wrote the Sketch Book. Brown, the fisherman, was drowned. Richards, the carpenter, built an arbor.

45. FORMING SENTENCES WITH EXPLAINING NOUNS.

You may form ten sentences, using the words given below, as ***explaining nouns.*** *Explain each sentence. Punctuate as in model, page 29.*

tailor	hatter	farmer	teacher
judge	grocer	banker	merchant
editor	lawyer	weaver	conductor

46. LANGUAGE EXERCISE.



You may write ten questions suggested by this picture. Answer the questions, and connect the answers in the form of a story.

47. USE OF *DONE* AND *DID*.

You may write the following sentences, supplying in each, one of the words ***done*** *or* ***did.***

I ——— the greater part of it. The dress is ———. Who ——— this? The carpenter has ——— his work well. Who said I ——— that? He has ——— his work well. The gardener has ——— his work. Albert ——— it himself. I ——— three exercises. Joseph ——— his example.

48. COMPLEMENTS.

Ants eat insects.
Booth is an actor.
Deer are graceful.
Horses draw loads.
Owls are night birds.
Camels bear burdens.
William is a surveyor.
Boats carry passengers.
Quicksands are dangerous.
The grizzly bear is savage.

You may explain each sentence given above, copying the ***object complements, noun complements,*** *and* ***adjective complements,*** *in separate columns.*

EXERCISE.

You may write sentences, each containing one of the following words, used as an ***object complement:***

box wood stove sled pencil

Write sentences, each containing one of the following words, used as a ***noun complement:***

birds carts horses trees rocks

Write sentences, each containing one of the following words, used as an ***adjective complement:***

slender stout fine high round

49. CHANGING COMPLEMENTS TO EXPLAINING NOUNS.

1. Eli Whitney was a farmer's son.
2. Eli Whitney, a farmer's son, invented the cotton-gin.

NOTE.—The words **limit** and **modify,** will be used hereafter as meaning the same.

What kind of a **complement** is **farmer's son,** in the first sentence?

In what way are the nouns, **farmer's son,** used in the second sentence?

A noun complement may become an explaining noun.

EXERCISE.

In the groups of sentences given below, tell whether the second noun is used as a ***complement,*** *or as an* ***explaining noun.*** *Explain the* ***complements*** *and the* ***explaining nouns.***

Washington was a Virginian.
Washington, the Virginian, was the first president.

Carl was an art student.
Carl, the art student, won a gold medal.

Lafayette was a Frenchman.
Lafayette, the Frenchman, visited America.

Charles Sumner was a statesman.
Charles Sumner, the statesman, was a lawyer.

Edward Hitchcock was a geologist.
Edward Hitchcock, the geologist, was an author.

William Cullen Bryant was a poet.
William Cullen Bryant, the poet, wrote "Thanatopsis."

50. LANGUAGE EXERCISE.



You may ask ten questions suggested by this picture. Answer the questions, and connect the answers in the form of a story.

51. USE OF *RODE* AND *RIDDEN*.

You may write the following sentences, supplying in each, one or both of the words ***rode*** *or* ***ridden.***

Have you ——— far to-day. Albert ——— in the cars when he could have ——— in a carriage. I ought to have ———. He asked me if I had ———. They ——— to the mill. You should have ———. We ——— to the village. I should like to have ———. Mary has ——— to-day.

32. FORMING SENTENCES WITH COMPLEMENTS AND EXPLAINING NOUNS

You may form sentences, using the words given below, as ***complements,*** *and as* ***explaining nouns.***

Example.—James White is a merchant
James White, the merchant, has gone to Europe.

girl	lawyer	German	Frenchman
boy	scholar	merchant	mail-carrier
doctor	painter	book-seller	dress-maker

33. USE OF *OUGHT TO* AND *SHOULD.*

You may write the sentences given below, supplying in each, the words ***ought to,*** *or* ***should.***

The word **ought** denotes an obligation, or duty; **should** denotes a fitness, or expediency.

California ——— have the medal as a fruit state. We ——— be clean and neat. You ——— go to-day. Mary ——— go home now. Children ——— be obedient. He ——— go, and he ——— be made to go at once.

34. USE OF *STOLE* AND *STOLEN.*

You may write the sentences given below, supplying in each, one of the words ***stole,*** *or* ***stolen.***

CAUTION.—*Be careful to use the proper word.* ***Stole*** *is often incorrectly used for* ***stolen.***

The coat has been ———. Who do you think ——— it? My lunch was ———. How do you know that it was ———? I never ——— in my life. Joseph's satchel has been ———. That is the person who ——— the grapes. His hat has been ———.

55. LANGUAGE EXERCISE.



EVA AND BLIND HARRY.

What is this little girl doing?

What seems to be the matter with the little boy's eyes?

Where are the children sitting?

To what are they listening?

Where do you think the birds are?

Who do you think it is that is looking at the children?

You may ask four other questions suggested by this picture. Answer the questions, and connect the answers in the form of a story.

56. EXPLAINING NOUNS, AND NOUN COMPLEMENTS.

1. Bryant was a poet.
2. Bryant, the poet, was an editor.
3. The poet, Bryant, was an editor.

What is the **subject** of the first sentence?—what of the second?—what of the third?

What is the noun **poet** in the first sentence?—what in the second?—what in the third?

EXERCISE.

You may point out, in the following sentences, the ***explaining nouns,*** *and the* ***complements.***

Robert Burns was a poet.
Burns, the poet, was a farmer.
The poet, Burns, was a farmer.

Pestalozzi was a teacher.
Pestalozzi, the teacher, was a reformer.
The teacher, Pestalozzi, was a reformer.

Edison is an inventor.
Edison, the inventor, improved the electric light.
The inventor, Edison, improved the electric light.

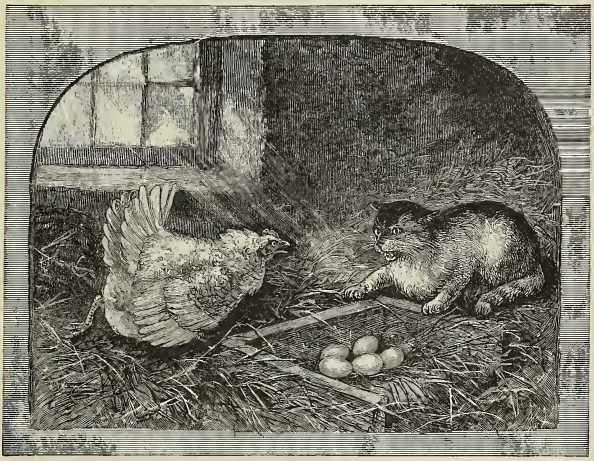
Bancroft is a historian.
Bancroft, the historian, is an author.
The historian, Bancroft, is an author.

EXERCISE.

You may write sentences, using the following names as ***explaining nouns:***

Franklin. Howe. Fulton. Morse.

57. LANGUAGE EXERCISE.



You may ask ten questions suggested by this picture. Answer the questions, and connect the answers in the form of a story.

58. USING ADJECTIVE COMPLEMENTS.

You may form sentences, using in each, one or more of the following adjectives, as ***adjective complements:***

red	large	round	smooth
fine	small	young	common
rare	white	square	excellent
blue	rough	twisted	beautiful

59. LANGUAGE EXERCISE.



You may ask five questions suggested by this picture. Answer the questions, and write a description of birds, using the following

POINTS.—Small bodies; large wings; strong wings; light bones; keen sight; claws; of what use; colors of feathers; different songs; love for young.

60. USE OF *WAS* AND *WERE*.

You may write the following sentences, supplying in each, the words ***was*** *or* ***were.***

Misses Ella, Jennie, and Sarah Lee ——— invited. The people ——— invited to vote. The ashes ——— put into the barrel. The audience ——— much pleased. When ——— you in the city? If I ——— you, I should go. I ——— there, ——— you? ——— the clothes new? The jury ——— not able to agree. The chimneys ——— tall and large. A committee of three ——— appointed. ——— you on your way down town? The flock of sheep ——— scattered. I wish I ——— in Florida. How I wish I ——— an artist. I ——— away from the city yesterday.

61. PREPOSITIONAL PHRASES.

to	off	from	except
at	for	amid	during
of	into	along	among
in	over	down	around
on	near	about	against
by	after	above	beneath

After each of these ***prepositions,*** *you may write a* ***noun*** *or a* ***pronoun.***

Examples.—Against them. From the city.
About the farm. Above the house.

A preposition with the noun or pronoun following, is called a prepositional phrase.

You may compose sentences, using in each, one or more of the ***prepositional phrases*** *you have written.*

EXERCISE.

1. He walked rapidly. 2. He walked with rapidity.

What word in the first sentence modifies the verb **walked?**

What does the prepositional phrase, **with rapidity,** modify?

Compose ten sentences containing ***prepositional phrases.***

In the sentences you have written, you may tell what each one of the ***prepositional phrases*** *limits.*

62. LANGUAGE EXERCISE.



SAIL-BOAT.



CHINESE JUNK.

Pupils may write a description of each of these boats.

Compare the boats in these pictures: tell in what ways they are alike; in what ways they are different.



ALICE AND HER BROTHER.

You may ask ten questions suggested by this picture. Answer the questions, and connect the answers in the form of a story.

63. USE OF *LAYING* AND *LYING*.

You may write the sentences given below, supplying in each, one of the words ***laying*** *or* ***lying.***

Notice which one of these words requires an object complement.

I saw six ships ——— at anchor. The dust is ——— upon the leaves. The ——— of the Atlantic cable was a success. The leaves are ——— on the grass. We are ——— our plans for the summer. Robbers were ——— in wait for him. The valley is ——— in shadow. A book is ——— on the table.

64. CHANGING POSSESSIVE NOUNS TO PREPOSITIONAL PHRASES.

1. California's great trees are cedar.
2. The great trees of California are cedar.

What are the modifiers of the **subject** in the first sentence?

What words in the second sentence mean the same as **California's** in the first sentence?

EXERCISE.

Rewrite each of the sentences given below, changing the ***possessive nouns*** *to* ***prepositional phrases,*** *and supplying such other words as may be necessary. Explain each sentence, subject, predicate, and limiting-word.*

Example.—Longfellow's poems are household words.
The poems of Longfellow are household words.

The Hudson's banks are romantic. The bluebird's arrival is a sign of spring. Australia's eastern coast is rugged. Elephants' tusks are ivory. Rivers' beds are often sandy. Washington's home was Mount Vernon. The rose's petals are used in making a perfume. Deer's hoofs are divided into two parts.

65. USE OF *SITTING* AND *SETTING*.

You may write the following sentences, supplying in each, one of the words ***sitting*** *or* ***setting.***

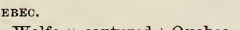
A man is ——— on the porch. James is ——— out tomato-plants. The sun is just ———. I am ——— still. I am tired of ——— so still. She is ——— near the table. The ——— sun looks red. Ella is ——— under a tree in the yard.

EXERCISES IN DIAGRAMMING.

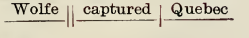
EXERCISE STRENGTHENS.



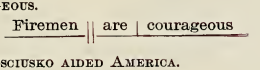
WOLFE CAPTURED QUEBEC.



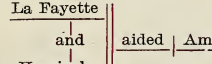
FIREMEN ARE COURAGEOUS.



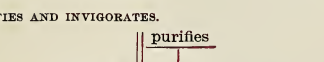
LA FAYETTE AND KOSCIUSKO AIDED AMERICA.



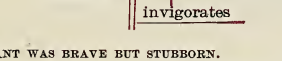
SUNSHINE PURIFIES AND INVIGORATES.



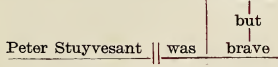
PETER STUYVESANT WAS BRAVE BUT STUBBORN.



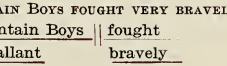
THE GALLANT GREEN MOUNTAIN BOYS FOUGHT VERY BRAVELY.



ALEXANDER'S WAR-HORSE, BUCEPHALUS, WAS AFRAID OF HIS SHADOW.

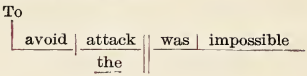


MENENDEZ, INVADING FLORIDA, FOUNDED ST. AUGUSTINE.

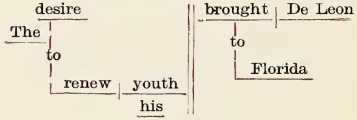


NOTE.—*The participle, invading, represents an assumed action*

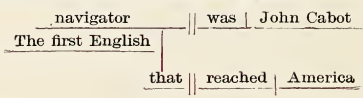
To avoid the attack was impossible.



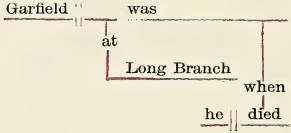
The desire to renew his youth, brought De Leon to Florida.



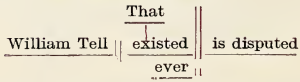
The first English navigator that reached America was John Cabot.



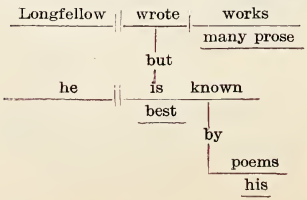
Garfield was at Long Branch when he died.



That William Tell ever existed is disputed.



Longfellow wrote many prose works, but he is best known by his poems.



66. LANGUAGE EXERCISE.



What is this boy doing?

How many fish has he caught?

Where do you think he lives?

Who lives with him?

To whom will he carry his fish?

Ask ten other questions about this picture. Answer the questions, and connect the answers in the form of a story.

67. CHANGING PREPOSITIONAL PHRASES TO POSSESSIVE NOUNS.

You may rewrite the sentences given below, changing the ***prepositional phrases*** *to* ***possessive nouns.*** *Diagram each sentence, and explain the possessive nouns.*

The first settlers of New York were traders from Holland. The composer of the Star Spangled Banner was Francis S. Key. The father of Columbus was a wool-comber. The dry-docks of Brooklyn are the finest in America. The tides of London rise eighteen feet. The home of the condor is in the Andes. The compass of the mariner directs him at sea. The best friend of the farmer is the robin. The food of the robin is worms and insects.

68. LANGUAGE EXERCISE.



You may ask ten questions suggested by this picture. Answer the questions, and connect the answers in the form of a story.

69. USE OF *SITS* AND *SETS*.

You may write the following sentences, supplying in each, the words ***sits*** *or* ***sets.***

The wild duck ——— on her nest. She ——— the pitcher on the table. Any one who ——— in a draft may take cold. The blackbird ——— on her eggs three weeks. See! the sun ——— in a bank of clouds! Court ——— to-day. The gardener ——— on a box while he ——— out the plants.

70. CONTRACTIONS.

1. You're going.	You are going.
2. I'm not going.	I am not going.
3. Aren't you going?	Are you not going?
4. I haven't the book.	I have not the book.

In how many ways is the first sentence written?

Instead of the words **I am,** what is written in the second sentence?

Instead of the words **are not,** what is written in the third sentence?

What letter is omitted when the words **you are** are contracted to **you're?**—when the words **I am** are contracted to **I'm?**

How is the contraction of **have not,** written in the fourth sentence? What letter is omitted?

What mark denotes the omission of the letter **o?**

When words are contracted in spelling, the omission of letters is indicated by an apostrophe (').

Don't, can't, won't, and **shan't,** are commonly written as single words.

The apostrophe is also used to denote the plurals of figures, letters, and signs.

Examples.—Mind your p's and q's.
Cross your t's and dot your i's.
Make your 8's and 3's accurately.
Be careful how you make your +'s and −'s.

CAUTION.—*The contraction,* ***don't,*** *should never be used with the* ***singular*** *pronouns* ***he, she,*** *or* ***it*** *(unless preceded by* ***if****).*

A LIST OF COMMON CONTRACTIONS.

I'd	I would	'twere	it were
I'll	I will	shan't	shall not
'tis	it is	hadn't	had not
I've	I have	you've	you have
he'd	he would	they're	they are
ne'er	never	thou'rt	thou art
can't	can not	'gainst	against
don't	do not	mayn't	may not
won't	will not	'mongst	amongst
'twill	it will	couldn't	could not
'twas	it was	oughtn't	ought not
you'll	you will	wouldn't	would not
hasn't	has not	shouldn't	should not

EXERCISE.

The pupil may write from memory as many sentences as possible, containing the contractions already given.

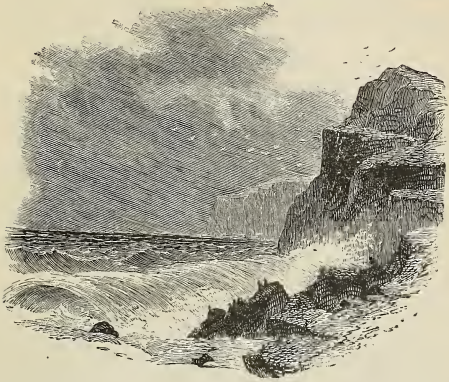
71. USE OF *MORE* AND *MOST*.

You may write the sentences given below, supplying the words ***more*** *or* ***most.***

The word **more** implies being greater in any way, increased, or superior; **most** implies being greatest in number, excelling in quantity, or superior to all others.

The ——— wealthy people are not always the ——— happy. Some children are ——— studious than others. I am now ——— willing to go. Charles is ——— generous than James. Henry is a ——— faithful boy than his brother. He can be ——— active if he chooses. I shall be ——— happy to see you. This orange is ——— juicy than that one.

72. LANGUAGE EXERCISE.



Pupils may write a story suggested by these two pictures.



73. COMPOUND SUBJECTS.

1. Eagles and condors eat flesh. 2. He and I expect to go.

Name the ***subjects*** *in these sentences.*

What word connects **eagles** and **condors**?

What word connects **he** and **I**?

What part of speech is **and**?

A subject made up of two or more nouns or pronouns connected by a conjunction, is called a compound subject.

Diagram and explain the following sentences:

Oranges and bananas are kinds of fruit. Leopards and tigers are flesh-eaters. Cassia and cinnamon are kinds of bark. Firs and hemlocks are evergreen trees. Cotton and tobacco are plants. Ants and bees are insects.

EXERCISE.

You may compose ten sentences like those given above. Diagram and explain each.

74. COMPOUND PREDICATES.

Fruit ripens and falls.

How many **verbs** are there in this sentence?

When a predicate contains two or more verbs connected by a conjunction, it is called a compound predicate.

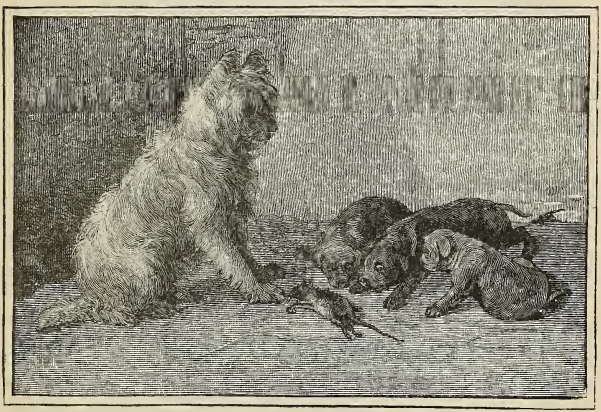
You may diagram and explain each of the following sentences.

Frogs swim and hop. Some grasshoppers jump and fly. Some bears swim and climb. Parrots talk and whistle. Monkeys scream and chatter. Water ripples and roars. Stars shine and twinkle. Geese swim and dive.

EXERCISE.

You may compose, diagram, and explain ten sentences like those given above. (Use models given in sections 114, 120, and 110.)

75. LANGUAGE EXERCISE.



You may write a description of this picture, using the following

Points. — Terrier; puppies; rat; floor; caught; smell; frightened; rats; looks; watching; ears; straight.

76. COMPOUND SENTENCES.

1. Peacocks scream. 2. Hens cackle.

You may unite these sentences, using a ***conjunction,*** *as* ***and*** *or* ***but.***

In the same manner, you may connect the following sentences.

Hens walk.	Ducks swim.
Mice nibble.	Rats gnaw.
Wood burns.	Asbestus will not burn.
Stars twinkle.	Diamonds sparkle.
Sparrows chirp.	Canaries sing.
Roses have thorns.	Locust-trees have spines.

Two sentences, united by a conjunction like and or but, form what is called a compound sentence.

You may write ten ***compound sentences.*** *Explain each.*

77. DIAGRAMMING SENTENCES.

Pupils may diagram and explain the following sentences.

De Soto died, and his men buried him in the Mississippi River. We looked for a heavy shower, for the clouds were very dark. Lucy went into the garden for roses, but they had all been picked. I hope Nellie will call, for I should like to go with her. The children went to the tree for some cherries, but the birds had taken them all. Emma could not read the story to me, because James had taken away the book. The boatman lowered the sail, for he saw a storm coming on. We looked out at the window, and we saw the moon shining on the lake.

78. FORMING SENTENCES CONTAINING THE CONJUNCTIONS *AND*, *BUT*, ETC.

You may form ten sentences, each containing one of the conjunctions ***and, but, if,*** *or* ***or.*** *Explain each sentence.*

79. LANGUAGE EXERCISE.



You may describe this picture, using the following

POINTS. — Mary; Charles; Speckle; happy; nest; little chickens; six; coop; eat; water; carry; apron; barn; hay; smiles.

80. USE OF *RAISE, RISE, ROSE, RISEN.*

You may write the following sentences, supplying in each, one of the words ***raise, rise, rose,*** *or* ***risen.***

The river has ——— a great deal. I saw the sun ——— this morning. I can not ——— this window. The sun ——— at five this morning. The sun has ———. I wish you would ——— from the floor. Has the dough ———? It will not ———. Henry ——— at six this morning. I ——— as soon as you called me. I would rather not ———. I should have ——— earlier. At what time did you ———?

81. ACTIVE FORMS CHANGED TO PASSIVE FORMS.

1. The men built the fort. 2. The fort was built by the men.

Do these sentences express the same fact?

What is the **verb** in the first sentence? Is it **transitive** or **intransitive?**

What is the **verb** in the second sentence?

What word is the **object complement** in the first sentence?

What part of the second sentence is the word **fort?**

What kind of a phrase is **by the men?**

A passive verb is one whose subject may be the object complement of its active form.

Passive.—The ship was navigated by the captain.

Active.—The captain navigated the ship. **(Object complement.)**

When the object complement in one sentence, becomes a subject in another sentence expressing

the same thought, the **verb** is changed from the **active form** to the **passive form.**

Explanation.—**Built,** in the first sentence has the **active form; fort** is the **object complement.** **Fort** is the **subject** of the second sentence, and **men** is a part of a **prepositional phrase.**

Only verbs which are transitive can have passive forms.

You may tell which of the following sentences contain ***active forms,*** *and which* ***passive forms.*** *Explain why each of the forms used is* ***active*** *or* ***passive.***

The president wrote the message. Professor Morse planned the Atlantic Telegraph. The emperor built the palace. The wind tore the flag. His father gave William the watch. The message was written by the president. The Atlantic Telegraph was planned by Professor Morse. The palace was built by the emperor. The flag was torn by the wind. The watch was given to William by his father. That nest was made by robins.

82. USE OF *CHOOSE, CHOSE,* AND *CHOSEN.*

You may write the following sentences, supplying in each, one of the words ***choose, chose,*** *or* ***chosen.***

I ——— the red apple. America ——— freedom of thought. I ——— to go alone. George was ——— first. Sarah herself ——— the dress. I should have been ———. Will you ——— first? You have ——— a good pattern. He himself ——— the horse.

83. LANGUAGE EXERCISE.



You may ask ten questions suggested by this picture. Answer the questions, and connect the answers in the form of a story.

84. FORMING SENTENCES WITH ACTIVE VERBS.

You may form sentences, containing the following ***active forms:***

eat	saw	kept	burst
cut	sold	gave	made
fed	paid	rung	know
left	hear	draw	shook
had	fling	drive	forsake

Examples.—Myra saw her brother.
The river burst its banks.

You may rewrite the sentences you have written, changing each ***verb*** *to the* ***passive form.***

Examples.—Her brother was seen by Myra.
Its banks were burst by the river.

85. CHANGING PASSIVE FORMS TO ACTIVE FORMS.

You may rewrite the sentences given below, changing the ***passive forms*** *to* ***active forms,*** *and* ***active forms*** *to* ***passive forms.*** *Diagram each sentence, and explain the* ***verb forms.***

The Gulf of St. Lawrence was discovered by Cartier. Virginia was named by Sir Walter Raleigh. Washington crossed the Delaware on Christmas night. Louisiana was named by La Salle. Wellington conquered Napoleon at Waterloo. Burns wrote the "Cotter's Saturday Night." Prince Bonaparte was slain by the Zulus. The combined naval forces of France and Spain were conquered by Nelson.

86. USE OF *REFER, REFERRED; ALLUDE, ALLUDED.*

You may write the following sentences, supplying in each, one of the words ***refer, referred, allude,*** *or* ***alluded.***

To whom do you ——? I —— to our friend. —— to the dictionary. I only —— to it. The consul —— to the report. Did you —— to that merchant? I said he —— to me. I —— to the fact of his being present. The lady was —— to the consul.

87. LANGUAGE EXERCISE.

Pupils may describe the brown bear and the polar bear, using the following



BROWN BEAR.

POINTS.—Large, heavy animal; brown or blackish fur; large flat feet; long claws; five toes on each foot; very short tail; eats flesh and vegetables; prefers vegetable food; long face; pointed mouth; fore legs longer; swims; climbs; sometimes fierce; long fur; used for rugs; caps.

Very fierce; flat head; heavy body; longer neck; smooth white fur; lives near the sea; very cold climates; catches seals; on ice; in water; eats eggs and berries; very fond of its young.



POLAR BEAR.

88. THE CLAUSE DEFINED. CLAUSE CONTAINING *WHO*.

1. Honest men generally succeed.

What word modifies **men?**

2. Men who are honest generally succeed.

Does the second sentence mean the same as the first sentence?

What word does **who are honest** limit?

To what does **who** refer?

What is the **predicate** of **who?**

Name the parts this modifier contains.

A modifier containing a subject and predicate is called a clause.

A sentence containing a clause is called a complex sentence.

EXERCISE.

Point out the ***clauses*** *in the sentences given below, and tell what each modifies. Diagram each.*

Model.—De Foe, who wrote Robinson Crusoe, was an Englishman.

Who wrote Robinson Crusoe, is a **clause,** modifying the noun **De Foe.**

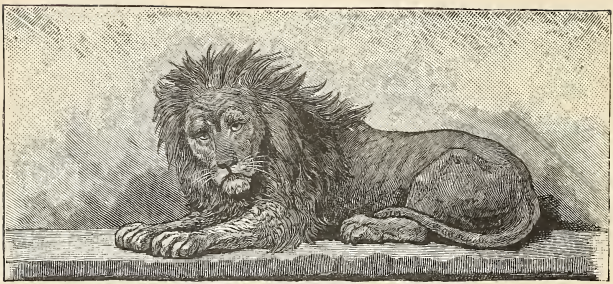
People who live in Lapland, are called Lapps. Napoleon, who was defeated at Waterloo, was banished to St. Helena. Harvey, who discovered the circulation of the blood, was an Englishman. Columbus, who made four voyages to the New World, died in Spain. Roger Williams, who was the founder of Rhode Island, named the city of Providence. William Penn, who founded Philadelphia, belonged to the Society of Friends. People who live by fishing, are called fishermen.

89. FORMING COMPLEX SENTENCES.

You may compose complex sentences, containing the ***clauses*** *given below. Explain each sentence.*

——— who played ball.
——— who came home.
——— who saw the circus.
——— who went to Boston.
——— who wrote me a letter.
——— who recited a selection.
——— who studied his lessons.
——— who went to the sea-side.

90. LANGUAGE EXERCISE.



THE LION.

Pupils may write a description of a lion, using the following

Points.—Largest of flesh-eating animals; yellowish color; lighter underneath; male with heavy mane; shaggy; long; strong animal; large head; bright, flashing eyes; sometimes eight feet in length from nose to tail; found chiefly in Africa; seeks its food at night.

91. USE OF *BETWEEN* AND *AMONG*.

You may write the following sentences, supplying in each, one of the words ***between*** *or* ***among.***

The fight was ——— the French and the Prussians. That is a secret ——— you and me. Tares grow ——— the wheat. It rests ——— the officers and the crew. ——— the heroes of the Revolution stands Jasper. Harmony exists ——— the English and American nations. ——— the mountains of Switzerland is Mount Blanc.

92. THE CLAUSE CONTAINING *WHOSE.*

The ship | has been brought into port.
rudder | was broken
whose

What **ship has been brought into port?**
What **clause** modifies ship?
What is the **subject** of the **clause?**
What word modifies **rudder?**

You may diagram the following sentences:

The Hudson, whose banks are romantic, is much visited. The cactus, whose petals were opening, has blossomed. The trumpet-vine, whose flowers are showy, grows wild in Virginia. The Susquehanna, whose waters are shallow, is not navigable. Primroses, whose flowers are yellow, blossom early. Sugar-beets, whose juice is sweet, furnish sugar. The beaver, whose fur is thick, is a valuable animal. Florida, whose climate is mild, is much visited in cold weather. The wild rose, whose petals are single, is very fragrant.

EXERCISE.

You may compose complex sentences, containing the ***clauses*** *given below. Explain each sentence.*

Model.—George, whose book was lost, told me about it.

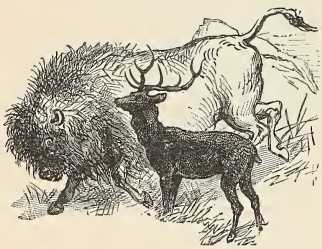
Whose book was lost is a **clause,** modifying **George.**
Book is the **subject** of the **clause,** and is modified by the pronoun **whose.**

——— whose book was lost. ——— whose dress was torn. ——— whose pencil has been found. ——— whose ship has been wrecked. ——— whose house has been burned. ——— whose mother has gone away.

93. LANGUAGE EXERCISE.

THE BUFFALO. THE DEER.

You may describe this picture, comparing the buffalo and deer. Use the following



Points. — Larger animal: strong; heavy; wild; herds; lives on the plains; horns, short, curved; tail long; mane thick; hair long and shaggy; angry eyes.

Smaller animal: slender; gentle; smooth hair; horns, large and branching; tail short; easily tamed; mild eyes.

94. THE CLAUSE CONTAINING *WHOM*.

Children are obedient.
whom we love most,

What does the clause, **whom we love most,** modify?

You may point out the ***clauses*** *in the following sentences, and tell what each one modifies.*

The little girl, whom all call pretty, is vain. The man whom we saw, was an actor. Thomas, whom we all respect, is an honest man. The gardener whom we expected, has come. The boys whom we saw, were Italians. The children whom we heard sing, were brothers. The lecturer whom we heard last night, has left the city. The sailors whom we knew, sailed this morning.

95. LANGUAGE EXERCISES.



You may ask ten questions suggested by this picture. Answer the questions, and connect the answers in the form of a story.

You may compare these two dogs, and write a description of them, using the following

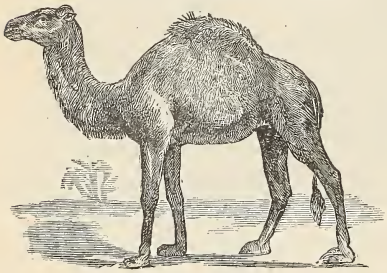


POINTS. — Different in size; each dog's appearance; different color; the habits of each dog; in what ways they are useful; their dispositions; gentle; cross; countries each comes from; found in this country.

96. LANGUAGE EXERCISE.

You may write a description of a camel, using the following

POINTS. — Very large; gentle; bears burdens; endures great heat; lives on little food and water, crossing the desert; is supplied with food from hump; hump composed of fat; back-bone of camel straight; thick padded feet, for walking in hot sand; thick pads on knees and chest, for lying on hot sand; sharp wedge-shaped teeth; very long eyelashes; can close nostrils; stomach and paunch furnished with cells for holding water; lives thirty or forty years.



THE CAMEL.

97. THE CLAUSE CONTAINING *WHICH.*

The river which is shallow, is not navigable.

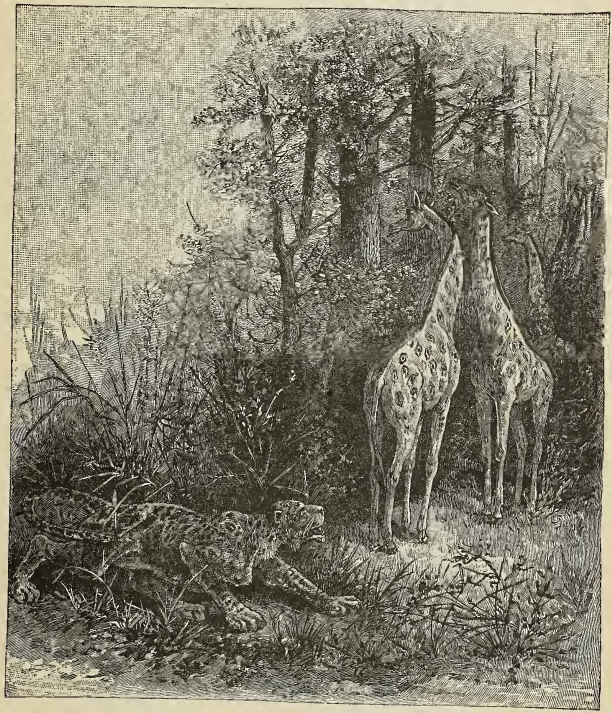
What does the clause, **which is shallow,** modify?

You may explain the sentences given below. Point out the ***clauses,*** *and tell what each one modifies.*

The book which I sent for, was a history. The stone which we saw, was red granite. The letter which I received, was from my brother. Those apples which you bought, were very

large. The building which we saw, was a church. The oranges which come from Florida, are large.

98. LANGUAGE EXERCISE.



You may ask ten questions suggested by this picture. Answer the questions, and connect the answers in the form of a story.

99. THE CLAUSE CONTAINING *WHAT*, AND COMPLEMENTS.

1. Pure air is healthful.

What kind of a complement is **healthful?**

2. James is a student.

What kind of a complement is **student?**

3. Pure air is what we want.

What kind of a complement is **what we want?**

EXERCISE.

You may diagram and explain the following sentences, pointing out the ***complements,*** *and telling about each.*

A wire is what carries the message. Steam is what moves the machinery. Showers are what we expect in spring. The "Life of Columbus" is what I sent for. Rain is what farmers desire. A hot sun is what makes Indian-corn grow.

100. CONJUNCTIVE PRONOUNS.

Who, whose, whom, which, and **that,** are called **conjunctive pronouns.**

You may compose five sentences, containing the conjunctive pronoun ***who;*** *five, containing* ***whose;*** *five, containing* ***whom;*** *five, containing* ***what;*** *five, containing* ***which;*** *five, containing* ***that.*** *Explain each sentence.*

Who always represents **persons.**
Which represents **animals** or **things.**
That represents **persons, animals,** or **things.**
What represents **things.**

EXERCISE.

*You may rewrite all the sentences in the last exercise, containing the conjunctive pronouns **who** and **which,** omitting those words, and using in their places the conjunctive pronoun **that.***

Examples.—This is the man **who** went away.
This is the man **that** went away.
This is the pencil **which** I bought.
This is the pencil **that** I bought.

Explain each sentence you have written.

101. AN ADVERBIAL CLAUSE

1. The dew disappears rapidly.
2. The dew disappears when the sun shines.

What word does **rapidly** modify?

What word does the clause **when the sun shines** modify?

What word connects **the sun shines** with **the dew disappears?**

When is a **conjunctive adverb.**

EXERCISE.

*You may explain the following sentences, telling what each **clause** modifies.*

The wheels turn when the machinery is started. The force of steam increases when it is confined. The tea-kettle sings when the water grows hot. The snow melts when the sun shines. The birds return when the spring comes. The outside of a pitcher of ice-water becomes moist when the weather is warm. Fogs break away when the sun shines. The dew gathers when the night is cool.

EXERCISE.

You may compose ten complex sentences, containing the conjunctive adverb ***when.*** *Explain each.*

102. OTHER CONJUNCTIVE ADVERBS.

1. Jennie sews while her mother reads
2. Reuben catches the ball as it falls.

What word does the clause, **while her mother reads,** modify? What does **as it falls** modify?

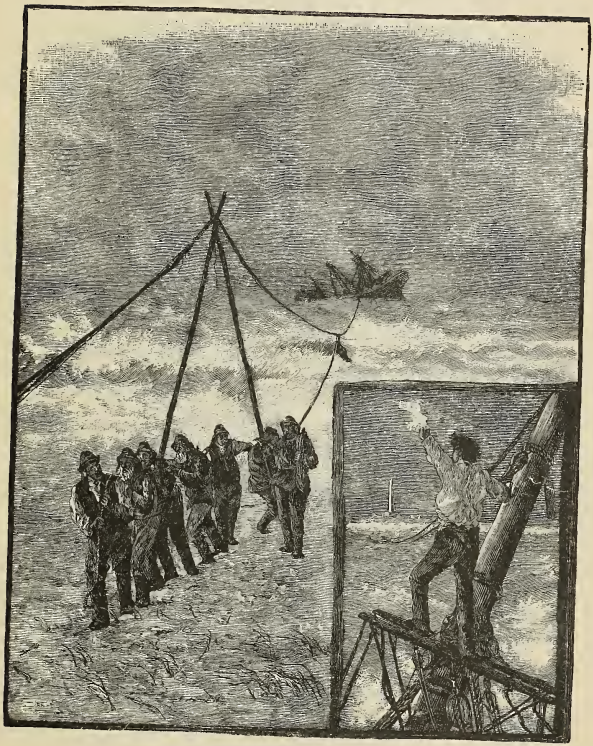
While, when, and **as** (in the sentences given above), are **conjunctive adverbs.**

You may diagram and explain the following sentences.

She studies as she sews. They admire while they look at it. The girls talk while they walk. George whistles while he works. Soldiers sometimes sleep while they march. James took Frank with him when he went into the woods. Eddie ran away when the gun was fired. The boatman sings as he rows. Boys often run and jump when on their way to school.

You may compose ten sentences, each one containing an ***adverbial clause,*** *beginning with one of the conjunctive adverbs* ***as, while,*** *or* ***when.*** *Explain each sentence.*

103. LANGUAGE EXERCISE.



This ship seems to be in trouble; — what do you think is the matter? Where is the ship?

What is the man doing on the mast?

What does he see in the distance?

What will the people on the shore do?

Do you think there are any other people on this ship?

You may ask five other questions suggested by this picture. Answer the questions, and connect the answers in the form of a story.

104. USE OF *SEEM, SEEMS,* AND *APPEAR, APPEARS.*

You may write the following sentences, supplying in each, one of the words ***seem, seems, appear,*** *or* ***appears.***

She ——— to be satisfied. The dress ——— to be new. The day ——— fine. Did she ——— to be contented? The moon ——— over the hill. How did he ——— to be? It ——— to be green. The man ——— to be well pleased. I hope you will ——— well. I can ——— well if I wish to. The storm ——— to be passing over. The sun ——— between the clouds.

105. LANGUAGE EXERCISE.



PEAS IN POD.

What kind of stalks has a pea?

How does a pea climb?

What kind of seed-vessel has it?

Where do the seeds grow?

Of what color are they?

For what are they used?

Ask five other questions about this plant. Answer the questions, and connect the answers to form a description.

106. LANGUAGE EXERCISE.



ROBINSON CRUSOE.

You may write a story suggested by this picture

107. A NOUN CLAUSE.

1. The statement is true.
2. That the clouds are white is true.

What is the **subject** in the first sentence?

What is the **subject** in the second sentence?

3. He said, "I am going home."

A direct quotation (as in the sentence just given), is set off by **quotation marks.**

What is the **object complement** in that sentence?

A clause used as a subject or as an object complement of a sentence, is called a noun clause.

That the clouds are white, in the second sentence, is a **clause.**

It is introduced by the conjunctive pronoun **that.**

The clause, **"I am going home,"** in the third sentence, is the **object complement** of the verb **said.**

EXERCISE.

You may explain the following sentences, pointing out the ***noun clauses.***

That the western country is fast filling up, is a fact. That white clover shows civilization, is true. That the soul is immortal, is an ancient doctrine. That Henry Clay was a true statesman, is acknowledged. That the cactus growing on the western plains shows a dry soil, is decided. That the buffalo is becoming extinct, is a truth.

108. FORMING SENTENCES WITH CLAUSES AS SUBJECTS AND OBJECTS.

You may compose sentences, containing the following ***clauses,*** *used as* ***subjects.***

That New York is a large city. That the Mississippi is a very long river. That California produces beautiful fruit. That England is a powerful nation.

You may compose other sentences, using the same clauses as ***object complements.***

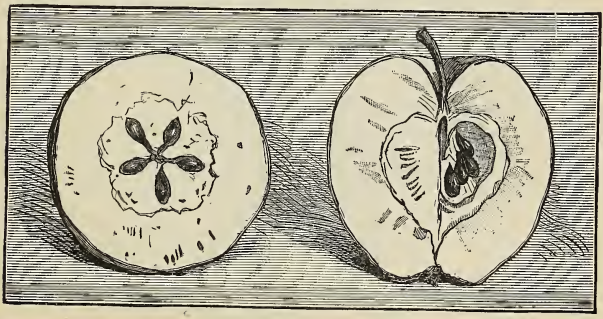
Example.—The geographies teach that the Mississippi is a very long river.

109. LANGUAGE EXERCISE.



APPLE BLOSSOMS.

You may describe an apple-tree, telling about its trunk, branches, leaves, blossoms, and fruit.



THE APPLE.

Ask other questions, and write a description.

110. THE CLAUSE CONTAINING *WHERE.*

It was in this place where I met my brother.

Where did I meet my brother?

What word does the clause, **where I met my brother,** limit?

NOTE. — The adverb **where** connects the **clause** which it introduces, with the word that the **clause** modifies, and itself modifies the verb in the clause. In the sentence given, **where** connects the clause with the noun **place,** and itself modifies the verb **met.**

You may diagram and explain the sentences given below. Point out the ***clauses.*** *Tell what each one* ***limits.***

Kentucky is the state where Abraham Lincoln was born. Boston Harbor is the place where the tea was thrown overboard. Venice is the city where Marco Polo was born. Newport is the place where the old Round Tower stands. The Charter Oak was the tree where William Wadsworth hid the Connecticut charter. Elberon Cottage was the house where President Garfield died.

EXERCISE.

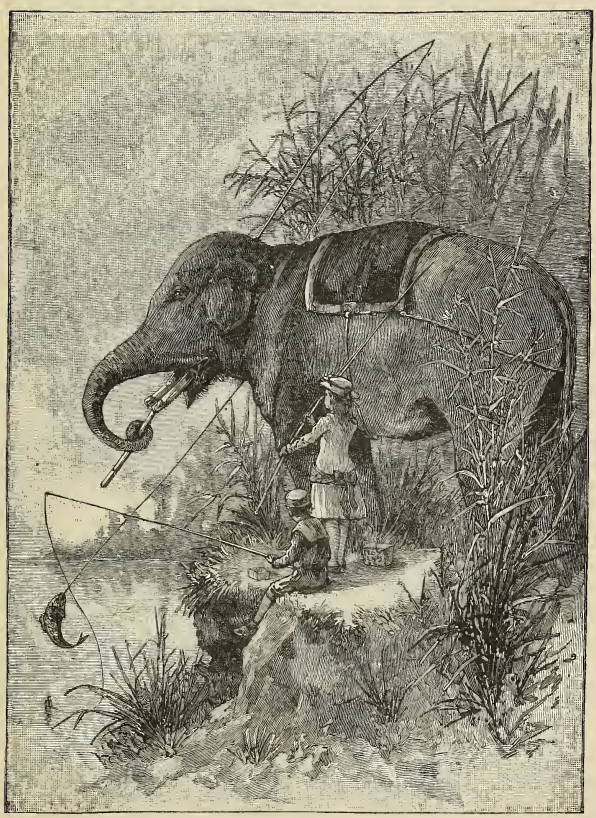
You may compose ten sentences, containing the conjunctive adverb ***where.*** *Diagram and explain each sentence.*

Model.—The house on the hill is where I live.

Where I live is a noun clause used as the complement of **is.** (Or, it may be said to modify the noun complement **house** understood.)

Where is an **adverb** used to connect the clause with the word it limits, and modifying the verb **live.**

111. LANGUAGE EXERCISE.



You may ask ten questions suggested by this picture. Answer the questions, and connect the answers in the form of a story.

112. ACTIONS ASSUMED AND PREDICATED.

Running quickly, he stumbled and fell.

Who **stumbled** and **fell?**
What is the **subject** of the sentence?
What is the **predicate?**
What was he doing when he **stumbled** and **fell?**
How many **actions** are mentioned in this sentence?
How many of these **verbs** are **predicates?**
Which **verb** is not a **predicate?**

Running is a **verb,** expressing an **assumed action** of **he.**

Verbs expressing assumed action, being, or state, are called participles.

REMARK.—Not all verbs are **predicates.** **Participles** are **verbs,** but not **predicates.** The same may be said of the **infinitive.**

EXERCISE.

You may explain the sentences given below, using the following model.

1. *Sentence.*
2. *Subject.*
3. *Predicate.*
4. *Participle.*

} Why?

The child,' playing by the river, fell into the water. My watch, losing time, was repaired by the jeweler. The sun, rising, scattered the fog. They went on board the vessel lying in the harbor. Catching the thief, they find the watch in his pocket. The balloon, rising rapidly, soon passed out of sight. A boy, riding an elephant, led the procession.

A participle may consist of more than one word.

Examples.—having paid, having been asked.

A participle may have an adjective complement, an object complement, or other modifiers, in the same manner as other forms of the verb.

Explain each example given below.

Going to school.	Listening to stories.
Walking up hill.	Climbing their fence.
Rowing the boat.	Having been forgiven
Having been late.	Looking over the lake.
Reading the book.	Picking the strawberries.
Holding the reins.	Having written the letter.
Looking for a pin.	Jumping from the carriage.
Closing their books.	Walking early in the morning.

113. CHANGING PREDICATED ACTIONS TO ASSUMED ACTIONS.

You may change the ***predicated actions*** *given below, to* ***assumed actions.***

Example.

1. *Predicated action.*—The horse is running.
2. *Assumed action.*—The horse running, broke the carriage.

Horses are pulling.	The wind is blowing.
The bird is singing.	The water is flowing.
The boy is studying.	The tide is coming in.

You will notice that in changing an action from its ***predicated*** *form, as in Example 1, to its* ***assumed*** *form, as in Example 2, a new predicate must be added.*

EXERCISE.

You may change the sentences given below, so that there will be only one action ***predicated.***

Example.

1. The man fired and ran away. *Two actions* ***predicated.***
2. The man, having fired, ran away. *One action* ***assumed*** *and one* ***predicated.***

The boy climbed the tree and took the nest. The pilot took the helm and steered the ship. The clouds floated by and disappeared. The dog barked and ran away. The ships sailed out on the ocean and encountered a storm. Thomas skated on the pond and fell down. Willie played base-ball and broke his arm.

114. LANGUAGE EXERCISE.



THE OSTRICH.

You may write a description of an ostrich, using the following

POINTS. — Largest bird; strong; swift; ungraceful; seven to nine feet high; long legs; runs fast; two toes on each foot; very large, beautiful feathers; male ostrich, tail feathers black; wing feathers, white; female ostrich, feathers snow-white; can not fly; at night sits on eggs; leaves them to the sun in the daytime; bears thirst; can run sixty miles in an hour; native of Africa and Arabia.

115. THE INFINITIVE.

1. He rows (Why?) for exercise.
2. He rows (Why?) that he may exercise.
3. He rows (Why?) to exercise.

What is the difference in the meaning of these three sentences?

What does the prepositional phrase **for exercise** modify? What does the clause **that he may exercise** modify?

What two words in the third sentence are used to modify **rows?**

To exercise is a **verb phrase** called the **infinitive.** It is formed of the word **to** followed by a **verb.**

EXERCISE.

You may form sentences, using in each, one of the ***infinitives*** *given below.*

Examples.—We try to study. George likes to walk.

to run	to play	to walk	to learn
to row	to hear	to excel	to study

An infinitive may have modifiers like other forms of the verb.

Examples.—I hope to see him. I will try to come early.

EXERCISE.

You may diagram and explain the following sentences.

I like to sew.
We eat to live.
He likes to read.
I expect to go to-morrow.
The children love to jump.
Julia promised to call early.

116. INFINITIVES AS SUBJECTS.

You may compose sentences, using the ***infinitives*** *given below, as* ***subjects.***

Example.—To row is healthful.

to eat	to rest	to visit	to sleep
to run	to play	to steal	to walk

117. INFINITIVES AS OBJECTS.

Compose sentences, using the ***infinitives*** *given below, as* ***object complements.***

Example.—I desire to live.

to fall	to read	to jump	to dream
to give	to write	to drive	to choose

118. INFINITIVES WITHOUT *TO*.

1. I did not see him go.
2. He will let us know.
3. We dare not leave him.

After the verbs **bid, dare, let, make, need,** and **see,** the infinitive is used without the word **to.**

What **infinitive** is used in the first sentence? In the second sentence? In the third sentence?

EXERCISE.

You may form five sentences, using in each, one of the following ***infinitives,*** *omitting* ***to.***

to go	to ride	to hear	to jump
to feel	to sing	to skate	to write

119. REVIEW EXERCISE.

A **Sentence** is a thought expressed in words.

The **principal parts** of a Sentence are:

1. **The Subject**—about which something is said.

2. **The Predicate**—what is said of the subject.

A **Compound Sentence** consists of two sentences united by a conjunction.

A **Clause** is a modifier, containing a subject and a predicate.

Clauses are joined to the words they limit:

1. By the **conjunctive pronouns, who, whose, whom, which, what,** or **that.**

2. By the **conjunctive adverbs, when, while, as,** or **where.**

A **Clause** may be used as the **subject** of a sentence, or to **complete the meaning of a verb.**

A **Complex Sentence** consists of a sentence and a clause.

A **Compound Subject** consists of two (or more) subjects connected by a conjunction.

A **Compound Predicate** consists of two (or more) verbs connected by a conjunction.

A **noun** used to complete the meaning of a verb:

1. After forms of the verb **be,** (as, **is, are, was, were,**) is called a **Noun Complement.**

2. After other verbs, is called an **Object Complement.**

An adjective, used to **complete the meaning of a verb,** is called an **Adjective Complement.**

A noun may be used to **limit another noun:**

1. To denote **ownership** or **possession.** It is then called a **Possessive Noun.**

2. To **explain its meaning.** It is then called an **Explaining Noun.**

A preposition with the noun or pronoun following, is called a **Prepositional Phrase.**

In meaning, verbs are of two kinds:

1. A **Transitive Verb** is one which requires an **object complement.**

2. An **Intransitive Verb** is one which does **not** require an **object complement.**

In form, verbs are of two kinds:

1. An **Active Verb** represents an action performed by its **subject.**

2. A **Passive Verb** has for a **subject** what would be the **object complement** of its **active form.**

Actions are either **predicated** or **assumed:**

1. **Predicated,** when both subject and predicate are used.

2. **Assumed,** when a participle only is used.

The **Infinitive** form of the verb may be used:

1. As a **modifier.**

2. As the **subject** of a sentence.

3. As an **object complement.**

The **Infinitive** is used without **to** after certain verbs.

PART III.

THE PARTS OF SPEECH AND THEIR MODIFICATIONS.

120. KINDS OF NOUNS.

A **noun** is a **name**.

There are two kinds of nouns, **proper** and **common**.

A **proper noun** is the name of a particular person, place, or thing. A **common noun** is the name of any one of a class of objects.

Common nouns include the following special classes: **abstract, collective,** and **verbal.**

Names of **qualities** are called **abstract nouns:**

as, goodness, frailty, pride, kindness.

Names of **many individuals together** are called **collective nouns:**

as, meeting, committee, army, flock.

Names of **assertions** or **actions** are called **verbal nouns:**

as, the running, the sitting, the sleeping, the walking.

Examples.

1. The **meeting** was ended. 2. **Goodness** is not common.
3. The **walking** continued for three days.

121. WORK FOR THE CLASS.

Select the ***proper, abstract, collective,*** *and* ***verbal nouns*** *in the following sentences:*

The jury was out two hours. "There is nothing so kingly as kindness, and nothing so royal as truth." The overflowing of the Nile enriches the land. The flock of wild geese flew toward the north. "If I were not Alexander, I would be Diogenes." "John Gilpin was a citizen of credit and renown." "There is nothing worth the doing that it doesn't pay to try."

122. GENDER.

Words that denote either persons or animals of the male sex, are said to be of the masculine gender.

Words that denote either persons or animals of the female sex, are said to be of the feminine gender.

Words that denote objects neither male nor female, are said to be of the neuter gender.

Feminine nouns are formed, by adding ***ess*** *to the masculine: as,*

Masculine.	Feminine.	Masculine.	Feminine.
lion	lioness	host	hostess
heir	heiress	giant	giantess
Jew	Jewess	tailor	tailoress
peer	peeress	priest	priestess
baron	baroness	count	countess
deacon	deaconess	author	authoress
prophet	prophetess	Quaker	Quakeress
dauphin	dauphiness	shepherd	shepherdess

By changing the termination ***er, or,*** *or* ***rer*** *into* ***ress:*** *as,*

Masculine.	Feminine.	Masculine.	Feminine.
tiger	tigress	actor	actress
hunter	huntress	sorcerer	sorceress
emperor	empress	songster	songstress
governor	governess	murderer	murderess
benefactor	benefactress	enchanter	enchantress

By using different words: as,

Masculine.	Feminine.	Masculine.	Feminine.
lad	lass	boy	girl
son	daughter	earl	countess
ram	ewe	bull	cow
hart	roe	lord	lady
king	queen	man	woman
friar	nun	papa	mamma
beau	belle	uncle	aunt
buck	doe	gander	goose
drake	duck	wizard	witch
father	mother	master	mistress
nephew	niece	brother	sister
husband	wife	bachelor	maid
landlord	landlady	gentleman	lady

By prefixing another word: as,

Masculine.	Feminine.
male-child	female-child
man-servant	maid-servant

Note.—Some nouns may be applied to either sex: as, friend, parent. Such nouns are usually said to be of the **common gender.**

123. WORK FOR THE CLASS.

In each of the following sentences, change the words italicized from the ***feminine*** *to the* ***masculine,*** *or from the* ***masculine*** *to the* ***feminine,*** *and make such other changes as the sense requires:*

We visited the *emperor*. His *niece* is visiting *him*. The *lioness* killed her *master*. My *aunt* gave her *sister* a *doe*. The *shepherd* had a small flock. The *emperor* gave up the battle. We had a *goose* and a *duck* for dinner. The story of the *giant* interested the *boy*.

124. NUMBER.

Nouns and pronouns meaning but one, are said to be in the singular number.

Nouns and pronouns meaning more than one, are said to be in the plural number.

The ***plural*** *of* ***nouns*** *may be formed:*

By adding ***s*** *to the* ***singular:***

as, fences, rivers.

By adding ***es*** *to the* ***singular*** *when it ends in* ***s, ch, sh,*** *or* ***x:***

as, taxes, churches, wishes, classes.

By changing ***y*** *of the* ***singular*** *to* ***i,*** *and adding* ***es,*** *when the singular ends in* ***y*** *preceded by a consonant:*

as, armies, berries, fancies.

By changing ***f*** *or* ***fe*** *into* ***v*** *or* ***ve*** *and adding* ***s*** *or* ***es:***

as, knives, wolves.

By changing the vowel or vowels of the singular:

as, man, men; foot, feet; tooth, teeth.

Some nouns distinguished by quantity instead of number have no plural:

as, gold, silver, tea, pride.

Some nouns have no singular:

as, bellows, scissors, ashes, tongs, clothes.

Some nouns are the same in both numbers:

as, sheep, deer, swine, species.

Words composed of a noun and the adjective ***full,*** *have the regular plural:*

as, pailful, pailfuls; handful, handfuls; spoonful, spoonfuls.

Words composed of a noun and an adjective have usually the plural ending added to the noun:

as, knight-errant, knights-errant; court-martial, courts-martial.

Words composed of two nouns have the regular plural:

as, tide-waiter, tide-waiters.

A few compound words vary both parts:

as, man-servant, men-servants.

Words composed of two nouns connected by a preposition have the plural ending added to the first word:

as, sister-in-law, sisters-in-law.

Letters, figures, and other characters are made plural by adding the apostrophe and ***s:***

as, three 2's, five b's.

Many words from foreign languages retain, for a time, their original plural:

as, analysis, analyses; radius, radii;
datum, data; vertebra, vertebræ.

Collective nouns are treated as **plural** when the **individuals** in the collection are thought of, and as **singular** when the **collection** as a whole is thought of.

Some nouns have two plurals differing in meaning:

as, brother { brothers, of the same family.
brethren, of the same society.

index { indexes, tables of reference.
indices, signs in algebra.

genius { geniuses, applied to human beings.
genii, applied to spiritual beings.

penny { pence.
pennies, pieces of coin.

The **number** of a noun may be determined not only by its **form,** but also by the **verb,** the **adjective,** and the **pronoun used** in connection **with it.**

125. WORK FOR THE CLASS.

In each of the following sentences, substitute the ***plural*** *for the* ***singular,*** *and the* ***singular*** *for the* ***plural,*** *and make such other changes as the sense requires:*

Have you seen the fox? Has your brother come? The book is on the shelf. The mouse frightened the child. He brought a wagon-load of sod. The solo was sung by Miss Smith. Please give me a spoonful of sugar. There were seven bushes in the yard. The man-servant delivered the package. We have read two cantos of "The Lady of the Lake."

126. PERSON

That use of the noun or pronoun which denotes the **speaker,** the **one spoken to,** or the **one spoken of,** is called **person.**

A word representing the **one speaking,** is said to be in the **first person.**

A word representing the **one spoken** to, is said to be in the **second person.**

A word representing **that which is spoken of,** is said to be in the **third person.**

Examples.

1. *I* have written many letters.
2. *You, Mary,* may come to me.
3. *Albert,* will you return to-morrow?
4. *He* has bought the *horse.*

127. CASE.

Case is a term used to denote the **relation** which a **noun** or **pronoun** sustains **to some other word in the sentence.**

There are three cases, the **nominative,** the **possessive,** and the **objective.**

Nominative Case.

The **subject** of a sentence, and a **noun** or **pronoun complement,** are said to be in the **nominative case.**

Examples.

1. The *fish* are caught.
2. *James* is a *physician.*
3. That *man* is *he.*

A noun or pronoun used independently, is said to be in the nominative case:

as, *William*, the affair demands your attention.

Possessive Case.

Nouns and pronouns denoting possession, are said to be in the possessive case.

Examples.

1. *John's* book is here. 2. *My* horse has run away.

The possessive case singular of nouns not ending in ***s****, is regularly formed by adding an apostrophe and* ***s*** *to the noun; when the noun ends in* ***s****, the apostrophe only is added:*

as, Mary's, Henry's, James'.

When the plural ends in ***s****, the apostrophe only is added:*

as, books', boys'.

When the plural does not end in ***s****, the possessive is formed by adding the apostrophe and* ***s****, as in the singular:*

as, woman's, women's.

Nouns ending ***ss*** *or* ***nce****, generally take the apostrophe only:*

as, "for goodness' sake," "for conscience' sake."

Where there is more than one noun in the possessive case referring to the same thing, the sign of the possessive is added to the last only:

as, He bought the tea at Smith & Brown's grocery.

Where the nouns refer to different things, the sign of the possessive is added to each:

as, I refer to Webster's and Worcester's Dictionaries.

A possessive phrase has the sign at the end:

as, Somebody else's book; Czar of Russia's command.

In such expressions as, "We went to Wilson's, the baker," or "We went to Wilson, the baker's," the **possessive sign** may be added to either noun, but not to both.

The relation of possession may be expressed not only by ('s), but by of, and such phrases as property of, belonging to, etc.

The possessive sign ('s) is confined chiefly to the names of persons, animals, and **things personified.**

Objective Case.

A noun or pronoun used as an object complement, or **following a preposition in a phrase, is said to be in the objective case.**

Examples.

1. The sun enlivens the *earth*. 2. The sailors saved the *ships*. 3. Moisture is carried through the *air*.

A noun or pronoun used as explanatory modifier, is in the same case as the word explained, or is by apposition in the same case:

as, We received the book from Dr. Fuller, our *minister*.

A noun or pronoun used as attribute complement of a participle or infinitive, is in the same case as the word to which it relates:

as, We all acknowledge *Lincoln* to have been a great *man.*

Verbs of asking, teaching, and a few others, are said to have two objects,—one of the person (indirect object), the other of the thing (direct object):

as, She asked *me* three *questions.*

NOTE.—The frequency of this construction in English has made it seem best to give up the old method of parsing the **personal object** as governed by a preposition understood. In the example given above, the preposition **of** would formerly have been supplied before **me.**

The construction is similar after certain verbs, when one of the objects is an infinitive or a verbal noun:

as, I saw *her fall.*

128. WORK FOR THE CLASS.

Write the following sentences, putting the italicized nouns in the possessive case, and making such other changes as the sense requires:

He had the eye of an *eagle.* The books belong to the *man.* This is the tomb of *Shakespeare.* "But the sweet face of *Lucy Gray* will never more be seen." The names of all the *men* were taken. Cloaks suitable for *children* were sold by him. We have read many stories written by *Dickens.* He visited the home of *Miller* and *White* on South street.

129. PERSONAL PRONOUNS.

Pronouns that by their form indicate whether they are first, second, or third persons, are called personal pronouns.

Examples.

you we he they

130. FORMS OF PERSONAL PRONOUNS.

First Person, I.

SINGULAR.		PLURAL.	
Nom.	I	*Nom.*	we
Poss.	my or mine	*Poss.*	our or ours
Obj.	me	*Obj.*	us

Second Person—Common Form—You.

SINGULAR.		PLURAL.	
Nom.	you	*Nom.*	you
Poss.	your or yours	*Poss.*	your or yours
Obj.	you	*Obj.*	you

Second Person—Old or Solemn Form—Thou.

SINGULAR.		PLURAL.	
Nom.	thou	*Nom.*	ye or you
Poss.	thy or thine	*Poss.*	your or yours
Obj.	thee	*Obj.*	you

Third Person—He, She, It—Their.

	SINGULAR.			PLURAL.
	Mas.	*Fem.*	*Neut.*	*Common.*
Nom.	he	she	it	they
Poss.	his	her, or hers	its	their, or theirs
Obj.	him	her	it	them

NOTE.—When the ending SELF or SELVES is added to a personal pronoun, it forms a COMPOUND PERSONAL PRONOUN.

FORMS OF COMPOUND PERSONAL PRONOUNS.

	SINGULAR.	PLURAL.
First Person	myself	ourselves
Second Person	thyself / yourself	yourselves
Third Person	*Mas.* himself / *Fem.* herself / *Neut.* itself	themselves

131. CONJUNCTIVE OR RELATIVE PRONOUNS.

A conjunctive or relative pronoun performs the offices of pronoun and subordinate conjunction. A conjunctive pronoun forms part of a clause.

As a **pronoun,** it **represents** a **noun** or **pronoun,** called its **antecedent.** As a **subordinate conjunction,** it **connects** the **clause** in which it stands, **with its antecedent.**

The conjunctive or relative pronouns are who, which, what, and that.

Examples.

1. I saw Mr. Adams of *whom* you spoke.
2. We respect the man *whose* word is truthful.
3. The man *who* came from California has gone to Europe.

Who always represents **persons.**

Which represents **inferior animals** or **things without life.**

That represents **persons, animals,** or **things.**

What represents **things.**

That is preferable to **who** or **which** in restrictive clauses;

as, The gentleman that was injured lives in New Haven.

That is also preferred to **who** or **which,—**

1. After the **interrogative pronoun who.**
2. After an **adjective** in the **superlative degree.**
3. After the word **same.**
4. When the **antecedent consists** of both **persons** and **things.**

It is customary to call **as** a **relative pronoun** in the expressions, such as, many as, same as.

There seems, however, to be merely an **ellipsis** of the **relative** and its **antecedent**: as, Keep such as you wish. That is—keep such as (those are which) you wish.

When the **ellipsis** is supplied, **as** becomes a **conjunctive adverb.**

132. INTERROGATIVE PRONOUNS.

Who, whose, whom, which, and **what,** are called **interrogative pronouns,** when they are **used** as the essential part of a **question.**

Examples.

1. *What* did you say?
2. *Who* came yesterday?
3. Of *whom* did you intend to speak?
4. At *whose* store were the goods bought?
5. *Which* of the articles were obtained in New York?

133. FORMS OF CONJUNCTIVE AND INTERROGATIVE PRONOUNS.

Who.

SINGULAR.		PLURAL.	
Nom.	who	*Nom.*	who
Poss.	whose	*Poss.*	whose
Obj.	whom	*Obj.*	whom

Which.

SINGULAR.		PLURAL.	
Nom.	which	*Nom.*	which
Poss.	whose	*Poss.*	whose
Obj.	which	*Obj.*	which

What.

SINGULAR.		PLURAL.	
Nom.	what	*Nom.*	what
Poss.	———	*Poss.*	———
Obj.	what	*Obj.*	what

That.

SINGULAR.		PLURAL.	
Nom.	that	*Nom.*	that
Poss.	———	*Poss.*	———
Obj.	that	*Obj.*	that

NOTE.—When **ever,** or **soever,** is added to **who, whose, which,** or **what,** the word formed is called a **compound relative pronoun.**

A pronoun must agree in person, number, and gender with the noun it represents.

It is sometimes used without reference to the gender or number of its antecedent.

134. WORK FOR THE CLASS.

Use of ***each, every, their, his, her.***

You may write the sentences given below, supplying in each, one or more of the words ***each, every, their, his,*** *or* ***her.***

Example.

Each man must do **his** best.

——— boy must study ——— own lessons. ——— man must depend upon ——— own efforts. ——— child carried ——— own satchel. All the school were waiting for ——— teacher. ——— young lady read ——— own essay. ——— person must take care of ——— own interests. ——— one sang ——— song very well.

135. KINDS OF ADJECTIVES.

Adjectives that **express** some **quality** of the words they modify, are called **qualifying adjectives.**

Adjectives that simply **point out without expressing quality,** are called **limiting adjectives.**

Examples.

sweet	happy	dashing		(Qualifying adjectives.)
four	double	five	first	(Limiting adjectives.)

The words **a, an,** and **the** are a kind of **adjectives.**

They are called **articles.**

A or **an** is called the **indefinite article.**

The is called the **definite article.**

Examples.

1. It is *a* long story. 2. He stayed *an* hour.
3. *The* house has been painted.

136. WORK FOR THE CLASS.

Use of ***that kind, those kinds.***

CAUTION.—*Do not use* ***those kinds*** *for* ***that kind.***

You may write the following sentences, supplying in each, the words ***that kind,*** *or* ***those kinds.***

——— ——— of fish are hard to catch. ——— ——— of people is not liked. I have seen ——— ——— of flowers before. ——— ——— of fruits are rare. ——— ——— of shoes are called moccasins. ——— ——— of animals are called thick skinned. ——— ——— of coal is the best.

137. COMPARISON.

The change in form of an adjective or an adverb to show **different degrees** of **quantity** or **quality,** is called **comparison.**

Examples.

large	larger	largest
useful	more useful	most useful

The three degrees of comparison are called, **positive, comparative,** and **superlative.**

The **positive** simply **expresses** the **quality.**

The **comparative** expresses a **higher** or **lower** degree of the **quality.**

The **superlative** expresses the **highest** or **lowest** degree of the **quality.**

Adjectives which form their **comparative** by the addition of **er** to the **positive,** and their **superlative** by the addition of **est** to the **positive,** are said to be **regularly compared.**

NOTES.—Almost all adjectives of one syllable are compared by adding **er** and **est.**

Examples.

few	fewer	fewest
bold	bolder	boldest
small	smaller	smallest
young	younger	youngest

Most adjectives of more than one syllable are compared by prefixing the adverbs **more** and **most,** or **less** and **least.**

Examples.

willful	more willful	most willful
ambitious	more ambitious	most ambitious

Adjectives which require different words to express their degrees of comparison, are said to be irregularly compared.

Examples.

bad	worse	worst
good	better	best
little	less	least
much	more	most
many	more	most

NOTES.—**Many** is used with a **singular noun,** when followed by the indefinite article: as, Full many a gem.

An **adjective** is commonly **placed before the noun** it limits; but when it is itself **limited by a phrase,** it **follows the noun:** as, The merchant found the clerk guilty of theft.

138. WORK FOR THE CLASS.

Using adjectives of different degrees of comparison.

You may write the following sentences, supplying in each, the ***comparative*** *or* ***superlative*** *degree of adjectives.*

The ——— of the two boys is the ———. The ——— of the three sisters is the ———. The ——— summer days are the ——— pleasant. The ——— of the two sisters is the ——— intelligent one. The ——— of the three trees is the ——— beautiful one. The hats of the ——— brothers are the ——— ones. This is a ——— evening than last evening.

139. PROPER ADJECTIVES.

1. Natives of Germany speak the German language.
2. People living in Italy speak the Italian language.

Adjectives like German and Italian, which are derived from proper nouns, are called proper adjectives.

Proper adjectives, like proper nouns, should begin with a **capital letter.**

NOUNS.	PROPER ADJECTIVES.	NOUNS.	PROPER ADJECTIVES.
Chili	Chilian	Mexico	Mexican
Cuba	Cuban	Britain	British
Spain	Spanish	Sweden	Swedish
China	Chinese	Canada	Canadian
Rome	Roman	Holland	Dutch
Rhine	Rhenish	Norway	Norwegian
Japan	Japanese	Scotland	Scotch
Greece	Grecian	Portugal	Portuguese
France	French	Hungary	Hungarian

140. WORK FOR THE CLASS.

Use of ***rapid, rapidly, distinct, distinctly.***

You may write the following sentences, supplying in each one of the words ***rapid, rapidly, distinct, distinctly,*** *in the vacant places.*

The stream flows ———. Can you not speak more ———? Please, talk ———. He has a clear, ——— utterance. You do not speak your words ———. This is a ——— river. The ——— motion pleased the passengers. I told you ——— that you could not go. The train was moving ———.

141. ADJECTIVE PRONOUNS.

Adjectives like **each, many,** and **few,** when they are **used in place of nouns** which they limit, are called **adjective pronouns.**

Examples.

1. He asked a penny of *each.*
2. *Few* attended the lecture.
3. *Many* went to the concert.
4. *Each* boy caught *several* fine trout.

142. KINDS OF ADVERBS.

Adverbs are of **five** kinds: **time** (to-day), **place** (there), **degree** (very), **manner** (freely), and **cause** (why).

Examples.

1. It is *very* cold.
2. Mary came *yesterday.*
3. Edward may go *there.*
4. John spoke his mind *freely.*
5. *Why* do you not come?

143. WORK FOR THE CLASS.

Use of ***badly, wonderfully, uncommonly.***

You may write the sentences given below, supplying in each, one of the words ***badly, wonderfully,*** *or* ***uncommonly.***

CAUTION.—*The adjectives* ***bad, wonderful,*** *and* ***uncommon,*** *should not be used as adverbs.*

It is an ——— fine day. The man was ——— injured. I am ——— well. She is ——— well to-day. The child is ——— bright. That fly is ——— large. The boy has been ——— treated. The path was an ——— smooth one.

144. CONJUNCTIVE ADVERBS.

Adverbs, introducing a clause, and connecting it with the principal clause, are called conjunctive adverbs.

Examples.

1. We shall return *when* the moon rises.
2. He will find us *where* the men are mowing.

Adverbs like **when** or **where,** introducing a clause, **modify verbs,** and **connect their clauses** to the principal clause.

When connects the clause to **shall return,** and modifies **shall return** and **rises.**

There when not an adverb of place, adds nothing to the sense, but simply inverts the order of the subject and predicate. It is an **expletive,** and does not limit: as, "There was a sound of revelry by night."

The so-called **"adverbs** of **affirmation** and **negation," yes, yea, no, nay,** perform the office of a sentence: May I read? Yes—that is—you may read.

Adverbs, like adjectives, are **compared** by the use of **more** and **most,** and **less** and **least.**

Example.

richly	more richly	most richly.

145. WORK FOR THE CLASS.

You may write sentences, containing the clauses given below. Point out the ***conjunctive adverb*** *in each, and tell what verb it limits.*

——— before he arrives. ——— while he was away.
——— when summer returns. ——— when the violets blossom.

Than,** used with **he, she,** or **I.

*You may write the following sentences, supplying in each, one of the words **he, she,** or **I.***

I am taller than ———. James can ride faster than ———. You are more industrious than ———. I am more inclined to complain than ———. I am four years younger than ———.

146. CONJUNCTIONS.

Co-ordinate—Subordinate.

Conjunctions that connect words or sentences of equal rank, are called **co-ordinate conjunctions.**

Examples.

1. Exercise strengthens *and* beautifies the body.
2. William has come; *but* he can not stay.

Conjunctions introducing clauses, are called **subordinate conjunctions.**

Examples.

1. We must hurry *before* the rain comes.
2. They can remain *until* four o'clock.

Conjunctive adverbs are also classed as **subordinate conjunctions.**

The principal **co-ordinate conjunctions** are: **therefore, but, for, and, nor,** and **or.**

The principal **subordinate conjunctions** are: **until, except, although, if, after, that, since, while,** and **because.**

147. WORK FOR THE CLASS.

Write the following sentences, supplying the conjunction in each. State whether the conjunction is ***co-ordinate*** *or* ***subordinate.***

I will go ——— he calls. He must be there ——— he will lose the place. Live wisely, ——— you may live long. I know ——— the blueberries grow. "Let us learn to live; ——— we must die alone." "There health ——— plenty cheered the laboring swain." He went ——— he returned. The angles are equal ——— the sides are equal. The night was so cold ——— the water froze in the buckets. The man is wise and honorable ——— he is poor.

148. CORRELATIVE CONJUNCTIONS.

Conjunctions used in pairs are called correlative conjunctions.

Examples.

as, so	**As** you act **so** will you succeed.
both, and	She is **both** well **and** happy.
neither, nor	**Neither** the one **nor** the other is sold.
either, or	**Either** you **or** I will go.
though, yet	**Though** he is very sick, **yet** he may recover.
whether, or	I must go **whether** you do **or** not.
if, then	**If** he is hungry, **then** feed him.

Correlative conjunctions may be either **subordinate** or **co-ordinate.**

Examples.

1. **Both** he **and** I are to be there. (Co-ordinate.)
2. **As** the twig is bent, **so** the tree is inclined. (Subordinate.)

In the last example, only *as* is subordinate.

149. MODES.

Different ways of assertion are called **modes.**

There are four modes, the **indicative,** the **potential,** the **subjunctive,** and the **imperative.**

Examples.

1. *We* learn how to study.
2. *We will* learn how to study.
3. *We may* learn how to study.
4. *We can* learn how to study.
5. *We must* learn how to study.
6. *If I were in school* I would study.
7. *James,* learn how to study.

The assertion of something as a **fact** is an **indicative mode** of expression.

Example.

The horse *is* lame.

The assertion of **possibility, ability,** or **duty,** is a **potential mode** of expression.

Examples.

1. He *would* not *say* any thing.
2. You *must study* your lessons.
3. I *may go* to Europe next spring.
4. You *could have been* ready before.

The assertion of something as **conditional** or **doubtful,** is a **subjunctive mode** of expression.

Example.

If I *were* to ask, you would give it to me.

The assertion of a command is an imperative mode of expression.

Example.

Charlie, *shut* the door.

NOTE.—The **Infinitive Mode** is, properly speaking, not a *mode*. The forms will, however, be found in their usual position in the conjugation of verbs.

150. WORK FOR THE CLASS.

You may write the following sentences, using after each, the word ***indicative, subjunctive, potential,*** *or* ***imperative.***

Those children behave well. I will be ready immediately. You could have been studying. Work the first example. If I attend church in the morning, I shall see you. The birds were up before you. Always read slowly. You should be more careful. Always speak the truth. George is waiting for me. You might have called me. We shall go to-morrow. If I were teacher, I would not do so. I was in the house all day.

You may write five sentences, using the ***indicative mode*** *of expression; five, using the* ***potential;*** *five, using the* ***subjunctive;*** *and five, using the* ***imperative.***

Explain each mode.

Model.— ——— is an expression in the ——— **mode,** because it expresses { **assertion.** / **possibility, obligation.** / **doubt.** / **command.** }

151. TENSE.

The word **tense** means **time.**

A verb is in the **present tense,** when it represents something as taking place at the **present time:**

as, Samuel *helps* his brother.

A verb is in the **past tense,** when it represents something as having taken place in **past time:**

as, Jacob *helped* build the house.

A verb is in the **future tense,** when it represents something that will occur in the **future:**

as, William *will help* carry the table.

A verb is in the **present perfect tense,** when it represents some action as completed at the present time.

Examples.

1. We *have helped* her.
2. He *has bought* the book.

A verb is in the **past perfect tense,** when it represents some action as having been completed, at or before some **past time.**

Example.

They *had gone* away.

A verb is in the **future perfect tense,** when it represents some action that will take place before some fixed time in the **future.**

Example.

I *shall* soon *have finished* my work.

Subjunctive Forms.

The **present subjunctive,** "if I be, if you be, if he be," seems to be an elliptical form for, if I should be, etc.

These elliptical expressions (if I be, if it snow, etc.), although formerly in frequent use, are now **properly** used in reference to **future** time.

Whenever the condition refers to **present** time, the **present indicative** form should be used:

as, If William is here (now), I will see him.

The **subjunctive past** of the verb **be** is used chiefly to express a wish, or a mere supposition contrary to fact:

as, If I *were* you, I would go.

NOTE.—The **tenses** of the Potential Mode are forms, used to accompany those of the Indicative Mode, and their use is best acquired by practice.

152. WORK FOR THE CLASS.

You may tell the ***tenses*** *of the verbs in the sentences given below.*

I study my lessons willingly. I read the story distinctly. I will sew the dress neatly. I have walked a mile and I will rest. I shall have read the book before school-time. The boys had gone out before I called.

Write other verbs, and after each write the name of its tense. Explain each one.

You may write six sentences, containing verbs in the tenses mentioned below. Explain each tense.

Present tense, past, future, present perfect, past perfect, *and* ***future perfect.***

153. AUXILIARY VERBS.

The verbs shall, will, have, had, may, might, and others used in forming the different modes and tenses, are called auxiliary verbs.

Use of Shall and Will.

Shall used with a subject in the first person denotes **simple intention:**

as, I *shall* go to-morrow.

Will used with a subject in the first person denotes **determination:**

as, I *will* go to-morrow.

When used with a subject in the second or third person, **will** denotes **simple intention; shall** implies **determination** (on the part of the speaker), in the form either of a **command** or a **promise.**

Examples.

1. He will return soon.
2. You will see the picture.
3. Thou shalt not steal.
4. He shall row the boat.
5. The book shall be returned.

154. WORK FOR THE CLASS.

You may write the following sentences, supplying in each, one or both of the words ***shall*** *or* ***will.***

He ——— be killed; nobody ——— rescue him. She ——— see him to-morrow. I ——— write a letter to-day. I ——— try to meet you at the lecture. It ——— be done. ——— I be allowed to occupy that room? Do you think the book ——— sell? You ——— do it, for I ——— compel you. I ——— go, and you ——— not prevent me. I ——— call upon her, if she desires it.

155. KINDS OF PARTICIPLES.

There are two participles, the **imperfect** and the **past (perfect).**

They have no tenses, but simply express **incomplete** or **complete action.**

The **imperfect participle** always ends in **ing.**

The **past (perfect) participle** commonly ends in **d, t,** or **n. Having,** prefixed to the **past participle,** forms the **compound perfect participle.**

Examples.

Imperfect Participle.	*Past (Perfect) Participle.*	*Compound Perfect Participle.*
walking	walked	having walked.

The **imperfect active participle** is sometimes used in a **passive sense:**

as, The house is building.

The **past (perfect) participle** is always passive:

as, A nail well driven will support a great weight.

156. WORK FOR THE CLASS.

You may write the sentences given below, using in each, one of the words, ***stop, stopping, stay,*** *or* ***staying.***

Stop, means to cease to go forward.
Stay, means to remain, to abide, or dwell.

I do not like to ——— at home. Where are you ———? The boy ——— in the street. I am going to ——— a week in the city. I do not like to ——— so suddenly. She ran around the house twice, without ———. We are ——— at the hotel.

157. REGULAR AND IRREGULAR VERBS.

A verb that forms its past tense and past (perfect) participle, by adding **d** or **ed** to the **present tense,** is called a **regular verb:**

Examples.

Present, Love.	*Past,* Loved.	*Past Participle,* Loved.
Present, Walk.	*Past,* Walked.	*Past Participle,* Walked.

A verb that does not form its past tense and past participle, by the addition of **d** or **ed** to the **present tense,** is called an **irregular verb:**

Examples.

Present, Bite.	*Past,* Bit.	*Past Participle,* Bitten.
Present, Draw.	*Past,* Drew.	*Past Participle,* Drawn.
Present, Hear.	*Past,* Heard.	*Past Participle,* Heard.

A verb which can be used in but part of the modes and tenses is a **defective verb:**

as: *Present,* Ought.

The forms of verbs, from which the different modes and tenses are derived, either with or without the use of auxiliary verbs, are called the **principal parts.**

They are the **Present Indicative,** the **Past Indicative,** and the **Past Participle.**

Giving the different modes and tenses of a verb in regular order, is called **conjugation.**

The regular arrangement of the forms of one person and number of a verb in all its modes and tenses, is called **synopsis.**

158. CONJUGATION OF THE VERB *GIVE.*

Principal Parts.

Pres.	*Past.*	*Past. Par.*
give.	gave.	given.

Indicative Mode.

Present Tense.

SINGULAR.	PLURAL.
1. I give.	1. We give.
2. You give, or Thou givest.	2. You give.
3. He gives.	3. They give.

Past Tense.

SINGULAR.	PLURAL.
1. I gave.	1. We gave.
2. You gave, or Thou gavest.	2. You gave.
3. He gave.	3. They gave.

Future Tense.

SINGULAR.	PLURAL.
1. I shall give.	1. We shall give.
2. You will give, or Thou wilt give.	2. You will give.
3. He will give.	3. They will give.

Present Perfect Tense.

SINGULAR.	PLURAL.
1. I have given.	1. We have given.
2. You have given, or Thou hast given.	2. You have given.
3. He has given.	3. They have given.

Past Perfect Tense.

SINGULAR.	PLURAL.
1. I had given.	1. We had given.
2. You had given, or Thou hadst given.	2. You had given.
3. He had given.	3. They had given.

Future Perfect Tense.

SINGULAR.	PLURAL.
1. I shall have given.	1. We shall have given.
2. You will have given, or Thou wilt have given.	2. You will have given.
3. He will have given.	3. They will have given.

Potential Mode.

Present Tense.

SINGULAR.	PLURAL.
1. I may give.	1. We may give.
2. You may give, or Thou mayst give.	2. You may give.
3. He may give.	3. They may give.

Past Tense.

SINGULAR.	PLURAL.
1. I might give.	1. We might give.
2. You might give, or Thou mightst give.	2. You might give.
3. He might give.	3. They might give.

Present Perfect Tense.

SINGULAR.	PLURAL.
1. I may have given.	1. We may have given.
2. You may have given, or Thou mayst have given.	2. You may have given.
3. He may have given.	3. They may have given.

Past Perfect Tense.

SINGULAR.	PLURAL.
1. I might have given.	1. We might have given.
2. You might have given, or Thou mightst have given	2. You might have given.
3. He might have given.	3. They might have given.

Subjunctive Mode.

Present Tense.

SINGULAR.	PLURAL.
1. If I give.	1. If we give.
2. If you give, or If thou give.	2. If you give.
3. If he give.	3. If they give.

Past Tense.

SINGULAR.	PLURAL.
1. If I gave.	1. If we gave.
2. If you gave, or If thou gave.	2. If you gave.
3. If he gave.	3. If they gave.

Imperative Mode.

Present Tense.

SINGULAR.	PLURAL.
2. Give (you or thou).	2. Give (you).

Infinitives.

Present Tense.

to give

Present Perfect Tense.

to have given

Participles.

Present.	*Past.*	*Past Perfect.*
giving	given	having given

159. WORK FOR THE CLASS.

Use of ***saw; have seen.***

You may write the sentences given below, supplying in each the words ***saw,*** *or* ***have seen.***

When the time referred to reaches to the present, **have seen** must be used; in all other cases, **saw** is proper.

I never ——— so large a crowd before. I ——— a comet once. When I was in Italy, I never ——— so beautiful a sunset. We ——— the paintings before. James says he ——— the ocean. The people of South America ——— the eclipse. You never ——— a larger house.

160. THE VERB *BE*.

Indicative Mode.

Present Tense.

SINGULAR.	PLURAL.
1. I am.	1. We are.
2. Thou art.	2. You are.
3. He is.	3. They are.

Past Tense.

SINGULAR.	PLURAL.
1. I was.	1. We were.
2. Thou wast.	2. You were.
3. He was.	3. They were.

Future Tense.

SINGULAR.	PLURAL.
1. I shall or I will be.	1. We shall or will be.
2. Thou wilt or thou shalt be.	2. You will or shall be.
3. He will or shall be.	3. They will or shall be.

Present Perfect Tense.

SINGULAR.	PLURAL.
1. I have been.	1. We have been.
2. Thou hast been.	2. You have been.
3. He has been.	3. They have been.

Past Perfect Tense.

SINGULAR.	PLURAL.
1. I had been.	1. We had been.
2. Thou hadst been.	2. You had been.
3. He had been.	3. They had been.

Future Perfect Tense.

SINGULAR.	PLURAL.
1. I shall or will have been.	1. We shall or will have been.
2. Thou wilt or shalt have been.	2. You will or shall have been.
3. He will or shall have been.	3. They will or shall have been.

Potential Mode.

Present Tense.

SINGULAR.	PLURAL.
1. I may be.	1. We may be.
2. Thou mayst be.	2. You may be.
3. He may be.	3. They may be.

Past Tense.

SINGULAR.	PLURAL.
1. I might be.	1. We might be.
2. Thou mightst be.	2. You might be.
3. He might be.	3. They might be.

Present Perfect Tense.

SINGULAR.	PLURAL.
1. I may have been.	1. We may have been.
2. Thou mayst have been.	2. You may have been.
3. He may have been.	3. They may have been.

Past Perfect Tense.

SINGULAR.	PLURAL.
1. I might have been.	1. We might have been.
2. Thou mightst have been.	2. You might have been.
3. He might have been.	3. They might have been

161. WORK FOR THE CLASS.

Use of ***love*** *and* ***like.***

You may write the sentences given below, supplying in each, one of the words ***love,*** *or* ***like.***

Like implies the feeling of a moderate degree of pleasure; **love** implies an intense feeling of pleasure, resulting in devotion or self-sacrifice.

I ——— all kinds of vegetables. She shows her ——— by what she does. I do ——— apples. I ——— peaches better than apples. I ——— to watch the sun set. A person will do more

for ——— of another, than for any thing else. Hattie says she does ——— her mother.

162. WORK FOR THE CLASS.

Use of ***taste, tasted, tastes.***

You may write the sentences given below, supplying in each, one of the words ***taste, tasted,*** *or* ***tastes.***

When taste is used as a **transitive verb,** it should not be followed by **of.**

Will you let me ——— that apple? Have you ——— the lemon juice? I should like to ——— that cake. Willie says he has ——— the medicine. May I ——— the peach?

The intransitive verb **tastes** is often followed by **of.**

The cheese ——— fish. The ice-cream ——— salt. The water ——— soda.

NOTE.—Some verbs are followed by a preposition, both in the active and passive. The preposition is then considered as part of the verb: as, *laugh at.*

163. SUPPLYING VERB-FORMS.

Pupils may write the following forms, supplying some ***verb*** *in the vacant places.*

Indicative Mode.

Present Tense.

SINGULAR.	PLURAL.
1. I ———.	1. We ———.
2. You ———. Thou ———.	2. You ———.
3. He ———,	3. They ———.

Past Tense.

SINGULAR.	PLURAL.
1. I ———.	1. We ———.
2. You ———. Thou ———.	2. You ———.
3. He ———.	3. They ———.

Future Tense.

SINGULAR.	PLURAL.
1. I shall ———.	1. We shall ———.
2. You will ———. Thou wilt ———.	2. You will ———.
3. He will ———.	3. They will ———.

Present Perfect Tense.

SINGULAR.	PLURAL.
1. I have ———.	1. We have ———.
2. You have ———. Thou hast ———.	2. You have ———.
3. He has ———.	3. They have ———.

Past Perfect Tense.

SINGULAR.	PLURAL.
1. I had ———.	1. We had ———.
2. You had ———. Thou hadst ———.	2. You had ———.
3. He had ———.	3. They had ———.

Future Perfect Tense.

SINGULAR.	PLURAL.
1. I shall have ———.	1. We shall have ———.
2. You will have ———. Thou wilt have ———.	2. You will have ———.
3. He will have ———.	3. They will have ———.

Potential Mode.

Present Tense.

SINGULAR.	PLURAL.
1. I may ———.	1. We may ———.
2. You may ———. Thou mayst ———.	2. You may ———.
3. He may ———.	3. They may ———.

Past Tense.

SINGULAR.	PLURAL.
1. I might ———.	1. We might ———.
2. You might ———. Thou mightst ———.	2. You might ———.
3. He might ———.	3. They might ———.

Present Perfect Tense.

SINGULAR.	PLURAL.
1. I may have ———.	1. We may have ———.
2. You may have ———. Thou mayst have ———.	2. You may have ———.
3. He may have ———.	3. They may have ———.

Past Perfect Tense.

SINGULAR.	PLURAL.
1. I might have ———.	1. We might have ———.
2. You might have ———. Thou mightst have ———.	2. You might have ———.
3. He might have ———.	3. They might have ———

Subjunctive Mode.

Present Tense.

SINGULAR.	PLURAL.
1. If I ———.	1. If we ———.
2. If you ———. If thou ———.	2. If you ———.
3. If he ———.	3. If they ———.

Past Tense.

SINGULAR.	PLURAL.
1. If I ———.	1. If we ———.
2. If you ———. If thou ———.	2. If you ———.
3. If he ———.	3. If they ———.

Imperative Mode.

Present Tense.

SINGULAR.	PLURAL.
2. ——— (you or thou).	2. ——— (you).

Infinitives.

Present Tense.

to ———

Present Perfect Tense.

to have ———

Participles.

Present.	*Past.*	*Past Perfect.*
———ing	———	having ———

CONJUGATION OF THE PASSIVE FORM OF THE VERB.

Indicative Mode.

Present Tense.

SINGULAR.	PLURAL.
1. I am ———.	1. We are ———.
2. You are ———, or Thou art ———.	2. You are ———.
3. He is ———.	3. They are ———.

Past Tense.

SINGULAR.	PLURAL.
1. I was ———.	1. We were ———.
2. You were ———, or Thou wast ———.	2. You were ———.
3. He was ———.	3. They were ———.

Future Tense.

SINGULAR.	PLURAL.
1. I shall be ———.	1. We shall be ———.
2. You will be ———, or Thou wilt be ———.	2. You will be ———.
3. He will be ———.	3. They will be ———.

Present Perfect Tense.

SINGULAR.	PLURAL.
1. I have been ———.	1. We have been ———.
2. You have been ———, or Thou hast been ———.	2. You have been ———.
3. He has been ———.	3. They have been ———.

Past Perfect Tense.

SINGULAR.	PLURAL.
1. I had been ———.	1. We had been ———.
2. You had been ———, or Thou hadst been ———.	2. You had been ———
3. He had been ———.	3. They had been ———.

Future Perfect Tense.

SINGULAR.	PLURAL.
1. I shall have been ———.	1. We shall have been ———.
2. You will have been ———, or Thou wilt have been ———.	2. You will have been ———.
3. He will have been ———.	3. They will have been ———.

Potential Mode.

Present Tense.

SINGULAR.	PLURAL.
1. I may be ———.	1. We may be ———.
2. You may be ———, or Thou mayst be ———.	2. You may be ———.
3. He may be ———.	3. They may be ———.

Past Tense.

SINGULAR.	PLURAL.
1. I might be ———.	1. We might be ———.
2. You might be ———, or Thou mightst be———.	2. You might be ———.
3. He might be ———.	3. They might be ———.

Present Perfect Tense.

SINGULAR.	PLURAL.
1. I may have been ———.	1. We may have been ———.
2. You may have been ———, or Thou mayst have been ———.	2. You may have been ———.
3. He may have been ———.	3. They may have been ———.

Past Perfect Tense.

SINGULAR.	PLURAL.
1. I might have been ———.	1. We might have been ———.
2. You might have been———, or Thou mightst have been———.	2. You might have been ———.
3. He might have been ———.	3. They might have been———.

Subjunctive Mode.

Present Tense.

SINGULAR.	PLURAL.
1. If I be ———.	1. If we be ———.
2. If you be ———, or If thou be ———.	2. If you be ———.
3. If he be ———.	3. If they be ———

Past Tense.

SINGULAR.	PLURAL.
1. If I were ———.	1. If we were ———
2. If you were ———, or If thou wert ———.	2. If you were ———
3. If he were ———.	3. If they were ———

Imperative Mode.

Present Tense.

SINGULAR.	PLURAL.
2. Be (you or thou) ———.	2. Be (you) ———.

Infinitives.

Present Tense.

to be ———

Present Perfect Tense.

to have been ———

Participles.

Present.	*Past.*	*Past Perfect.*
being ———	been ———	having been ———

EXERCISE.

Pupils may write from memory the conjugation of the verbs ***hear*** *and* ***know,*** *in all their voices and modes.*

Give all the modes and tenses of the verb ***go,*** *in the second person, singular number.*

164. PROGRESSIVE FORMS.

The progressive form of conjugation represents the action progressing: begun, but not finished.

It is formed by prefixing be in all its modes and tenses to the present participle of a verb:

as, INDICATIVE MODE.—*Present Tense.*

I am seeking.	We are seeking.
You are seeking.	You are seeking.
He is seeking.	They are seeking.

The auxiliary **do** (does, did) is frequently used in **interrogative, negative,** and **emphatic** forms:

as, *Do* you *sing?* I *do* not *sing.* I do sing.

Number and Person of Verbs.

It has been customary to include **person** and **number** as properties of the verb; but the verb has not these properties in the same sense that nouns and pronouns have.

In the indicative present and present perfect, the form of the verb is changed when the subject is third person singular, see conjugation, p. 202?

The verb **be** is also varied in the present tense with a subject in the third person singular, see conjugation, p. 205.

A compound subject consisting of two or more singular nouns denoting different persons or things, and connected by and, is plural:

as, Greatness and goodness *are* not means but ends.

If the noun denotes the same or similar things, the subject usually is singular:

as, My classmate and partner *is* in the city.

A **compound subject,** consisting of **two** or **more singular nouns** connected by **or** or **nor,** is **singular:**

as, Neither Mary nor Julia *was* at home.

If one of the nouns is **plural,** the subject is **plural:**

as, Either Mary or her sisters *are* here.

A **compound subject,** consisting of nouns or pronouns of different persons, is in the person of the word **nearest** the verb:

as, He and I have read.

When one of the nouns is affirmative and the other negative, the subject is **affirmative:**

as, Games, and not study, please him.

165. WORK FOR THE CLASS.

Use of ***neither, nor,*** *and* ***either, or.***

You may write the following sentences, supplying in each, one pair of the words ***neither, nor,*** *and* ***either, or.***

——— the house ——— the garden was sold. ——— the lawyer ——— his clerk was to blame. It will ——— snow ——— rain, for the clouds are dark. ——— the carpenter ——— his tools were there. She is ——— active ——— intelligent. ——— you ——— I must go. ——— money ——— men are needed. ——— you ——— I were to blame.

166. WORK FOR THE CLASS.

You may write the following sentences, supplying in each, the words ***nothing,*** *or* ***any thing.***

I care ——— about the matter. I know ——— about the book. I can see ——— wrong in it. He did not tell me ———. I know ———, nor do I wish to know ——— about the story.

167. PARTS OF SENTENCES TRANSPOSED. USE OF THE COMMA.

1. Many speak with enthusiasm of Dickens as a writer.
2. Of Dickens as a writer, many speak with enthusiasm.
3. The money was put into the bank for safe-keeping.
4. For safe-keeping, the money was put into the bank.

A transposed part of a sentence, is set off from the rest of the sentence by a comma.

You may rewrite the following sentences, transposing a part of each, as in the examples 2 and 4.

The man was sent to jail for stealing a horse. Elmer received a prize for writing the best composition. The robins were gathering straws to build their nest. The children could not play out-of-doors because of the cold. The boys could not float down the river as the water was so low. Susie and her mother came instead of Joe and his father.

168. RULES FOR PUNCTUATION.

I. The Period (.).

1. Place a period at the close of a ***declarative*** *or* ***imperative sentence.***

Examples.—Hazel-nuts grow on bushes. Come here, Rover.

2. Place a period after each ***abbreviated word.***

Examples.—Mr. U. S. Hon. Mrs.

3. Place a period after every ***title, heading,*** *or* ***number written in Roman notation.***

Examples.—A Brief History of the United States.
Chapter I. treating of the Gauls and the Romans.

II. The Interrogation Point (?).

An interrogation point should be placed at the end of every ***interrogative sentence.***

Examples.—Do you like to skate? Shall we go to the pond?

III. The Exclamation Point (!).

An exclamation point should be placed at the end of every ***exclamatory sentence.***

Examples.—O, what can we do! See that boy!

IV. The Comma (,).

1. A phrase ***out of its natural order,*** *or not closely connected with the word which it* ***modifies,*** *should be set off by a* ***comma,*** *or* ***commas.***

Example.—In South America, monkeys have a curious way of crossing a river.

2. An ***explanatory modifier*** *which does not limit the modified term or unite with it, is set off by a* ***comma,*** *or* ***commas.***

Example.—New York, the metropolis of New York State, is a very large city.

3. A ***participle,*** *when used as an adjective modifier, with the words belonging to it, is set off by a* ***comma,*** *or* ***commas.***

Example.—Sleep, coming to us at night, brings the needed rest.

4. ***Parts of a compound predicate,*** *and* ***other parts of a sentence,*** *when they are long, or differently modified, are set off by a* ***comma,*** *or* ***commas.***

Examples.—The children laughed, clapped their hands, and went on with the game.

Oats are given to horses as their chief food, and oat-meal made from them is valued for table use.

5. An ***independent phrase*** *or* ***word*** *is set off by a* ***comma,*** *or* ***commas.***

Example.—William, this, then, is your knife.

6. ***One term that is connected with another by or,*** *and is nearly the same in meaning, is set off by a* ***comma,*** *or* ***commas.***

Example.—Umbrellas, or parasols, are carried to protect us from sun and rain.

7. The ***adjective clause,*** *when not* ***restrictive,*** *is set off by a* ***comma,*** *or* ***commas.***

Example.—Barley, which is used in some countries for bread, is largely used in this country for brewing beer.

8. ***Connected words*** *and* ***phrases,*** *unless the conjunctions are expressed, are set off by a* ***comma,*** *or* ***commas.***

Example.—Wheat, rice, and buckwheat furnish us flour.

9. The ***adverb clause,*** *when it does not closely follow or restrict the word it modifies, is set off by a* ***comma,*** *or* ***commas.***

Example.—When winter comes, there are no wild flowers seen.

10. A ***noun clause,*** *used as a* ***noun complement,*** *is set off by a* ***comma,*** *or* ***commas.***

Example.—Captain Perry's message was, "We have met the enemy and they are ours."

11. A ***direct quotation,*** *when short and not formally introduced, is set off by a* ***comma.***

Example.—General Lyon said, "Come on, brave men, I will lead you."

12. ***Independent clauses,*** *when short and closely connected, are set off by a* ***comma,*** *or* ***commas.***

Example.—His horse stumbled, the guide shouted, the man leaped to the rock and saved his life.

V. The Semicolon (;).

The ***semicolon*** *is used to separate simple clauses, and compound or complex clauses.*

Example.—The magpie's head, neck, and back are black; throat, gray; shoulders, white; wings, blue; and tail, long.

VI. The Colon (:).

1. The ***colon*** *is used to separate the clauses of a* ***compound sentence,*** *when the semicolon has been used in dividing the parts of the clauses.*

Example.—"Yes, summer has come, and the cuckoo sings his song through woodland and hollow:
"The summer has come; if you don't believe me,
You have only to ask the swallow."

2. A ***direct quotation*** *of some length and formally introduced, is set off by a* ***colon.***

Example.—Remember the saying: "He who buys what he does not need, will often need what he can not buy."

VII. The Parenthesis ( ).

When an expression occurs in the body of a sentence, and is ***nearly*** *independent of it, it may be inclosed in a parenthesis.*

Example.—Write an account of the air-pump (after reading the one in your philosophy), using as many kinds of verb-forms as you can.

VIII. The Dash (—).

1. The ***dash*** *is used where the sentence breaks off abruptly. A pair of dashes may be used instead of a parenthesis.*

Examples.—"The boy—O where was he?" The pigeon—which is another name for the dove—has very strong wings.

2. The ***dash*** *is often used before a statement of particulars.*

Example.—There were four birds in the cage—a sparrow, a canary, a bluebird, and a robin.

IX. Quotation Marks (" ").

1. ***Quotation marks*** *are used to inclose a quoted passage or word.*

Example.—George said: "Bring me a ladder, quick!"

2. If a ***quotation*** *is contained within a quotation, single marks are used.*

Example.—The author said: "The lecturer ended by saying, 'The way of the transgressor is hard.'"

X. The Apostrophe (').

1. The ***apostrophe*** *is used to denote the* ***omission of letters.***

Example.—Couldn't you go to Saratoga with me?

2. The ***apostrophe*** *is used to give* ***the plural form*** *to letters, figures, and characters.*

Examples.—Mind your p's and q's. Cast out the 9's.
Make your +'s and —'s with care.

3. The ***apostrophe*** *is used to denote the* ***possessive case of nouns.***

Examples.—The boy's hat is a new one.
The boys' game is over.

XI. The Hyphen (-).

1. The ***hyphen*** *is used to unite the parts of a* ***compound word.***

Example.—Have you seen a lime-kiln?

2. The ***hyphen*** *is used to mark the separation of a word into* ***syllables.***

Example.—Divide comprehend in this way: com-pre-hend.

169. SYNOPSIS OF THE PARTS OF SPEECH.

1. Nouns..... { PROPER.
COMMON..... { Abstract. Collective. Verbal.

2. Pronouns.... { PERSONAL.
CONJUNCTIVE, OR RELATIVE.
INTERROGATIVE.
ADJECTIVE.

Nouns and pronouns have the following properties:

1. Gender. 2. Number. 3. Person. 4. Case.

3. Verbs..... { TRANSITIVE. { Regular. Irregular.
INTRANSITIVE.

Verbs have the following properties:

1. Voice. 2. Mode. 3. Tense.
4. Person. 5. Number.

Verbs have the following special forms:

1. The Participle. 2. The Infinitive.

4. Adjectives... { LIMITING.
QUALIFYING.

5. Adverbs..... { TIME.
PLACE.
DEGREE.
MANNER.

Adjectives and Adverbs have Comparison.

6. Prepositions.

7. Conjunctions. { CO-ORDINATE.
SUBORDINATE.

8. Interjections.

170. HOW TO ANALYZE SENTENCES.

State whether the sentence is { simple, / complex, or / compound, } and { declarative, / interrogative, / imperative, or / exclamatory. }

If the sentence is *simple*, –

Point out { subject, / predicate, and / complement (if used). }

Name modifiers of { subject, / predicate, and / complement. }

State whether these modifiers are { adjective / or / adverbial } { words / or / phrases. }

Separate each phrase into its parts.

Mention independent { words or / phrases. }

State what connecting-words—conjunctions—(if any) are used.

If the sentence is *complex*,–

Point out { subject, / predicate, and / complement (if used) } of the principal clause.

Name modifiers of { subject, / predicate, and / complement. }

State whether these modifiers are { adjective / or / adverbial } { words, / phrases, or / clauses. }

Separate each phrase, mentioned above, into its parts.

Point out connecting-word { conjunctive pronoun, / conjunctive adverb, or / conjunction } introducing each clause.

Analyze each clause, using form given for the *simple sentence*.

If the sentence is *compound*,—

Point out each member.

Analyze each member: if *simple*, using form given for the *simple sentence;* if *complex*, using form given for the *complex sentence*.

NOTE.—If the sentence is poetical, rearrange the words in the order of prose and supply necessary words in parentheses before analyzing.

171. SELECTIONS FOR ANALYSIS.

I.

That action is best which[1] procures the greatest happiness for the greatest numbers.

HUTCHINSON.

II.

Some books are to be tasted; others,[2] to be swallowed; and some few,[3] to be chewed and digested.

BACON.

III.

Charms strike the sight, but merit wins the soul.

POPE.

IV.

A wonderful stream is[4] the River of Time,
As it runs[5] through the realm of tears
With a faultless rhythm and a musical rhyme,[6]
And[7] a broader sweep and a surge sublime
As it blends with the ocean of years.

BENJAMIN F. TAYLOR.

V.

Our grand business in life[8] is not to see[9] what[10] lies dimly at a distance, but to do what lies clearly at hand.

CARLYLE.

[1] A clause introduced by "which" is an *adjective clause*. What noun does this clause limit?

[2] What verb is to be supplied?

[3] What noun may be understood?

[4] What two adverbial clauses limit *is?*

[5] Ask the questions *where* and *how* to find the adverbial modifiers of *runs*.

[6] Notice that the adverbial phrases following the comma, belong to the verb *blends*.

[7] What preposition is understood?

[8] *In life*, according to the sense, must limit *business*, and is therefore an *adjective phrase*.

[9] Is *to see* an *infinitive phrase* used as a *noun complement?*

[10] *What* is a "double relative pronoun," and equivalent to the two relatives *that which*. *That* is the *object complement* of *to see*, and *which* is the subject of *lies*.

VI.

The Romans worshiped their standard, and the Roman standard happened to be an eagle. Our standard is only one tenth of an eagle,—a dollar,—and we make all even by loving it with tenfold devotion.

EDGAR ALLAN POE.

VII.

And what is so rare as a day in June?
Then, if ever, come perfect days;
Then Heaven tries the earth if it be in tune,
And over it softly her warm ear lays.

JAMES RUSSELL LOWELL.

VIII.

Pride is as loud a beggar as Want,[1] and a good deal more saucy. When you have bought one fine thing, you must buy ten more, that your appearance may be all of a piece; but it is easier to suppress the first desire than to satisfy all that follow it.

BENJAMIN FRANKLIN.

IX.

The breaking waves dashed high on a stern and rock-bound coast,
And the woods against a stormy sky their giant branches tossed,
And the heavy night hung dark the hills and waters o'er,[2]
When a band of exiles moored their bark on the wild New England shore.

MRS. HEMANS.

X.

Beside yon straggling fence that skirts the way
With blossomed furze unprofitably gay,
There, in his noisy mansion, skilled to rule,
The village master[3] taught[3] his little school.
A man severe he was and stern to view,
I knew him well, and every truant knew;

[1] What verb is understood?

[2] In prose, what would be the position of *o'er* (over)?

[3] When rearranging sentence place the modifiers near the word they modify.

Well had the boding tremblers learned to trace
A day's disasters in his morning face;
Full well they laughed with counterfeited glee
At all his jokes, for many a joke had he;
Full well the busy whisper circling round,
Conveyed the dismal tidings when he frowned.

GOLDSMITH.

XI.

Little minds are tamed and subdued by misfortune: but great minds rise above it.

WASHINGTON IRVING.

XII.

Surely happiness is reflective, like the light of heaven: and every countenance bright with smiles and glowing with innocent enjoyment is a mirror transmitting to others the rays of a supreme and ever-shining benevolence.

WASHINGTON IRVING.

XIII.

Dreams,[1] books, are each a world; and[2] books, we know,
Are a substantial world, both pure and good;
Round these, with tendrils strong as flesh and blood,
Our pastime and our happiness will grow.

WORDSWORTH.

XIV.

Life! We've been long together,
Through pleasant and through cloudy weather;
'Tis hard to part when friends are dear—
Perhaps it will cost a sigh, a tear;
Then steal away, give little warning,
Choose thine own time;
Say not good-night,—but in some brighter clime
Bid me good-morning.

MRS. BARBAULD.

[1] What connecting-word is understood?

[2] *And* connects what goes before with what follows.

XV.

Youth! youth! how buoyant are thy hopes! They turn
Like marigolds toward the sunny side.

JEAN INGELOW.

XVI.

Whatever[1] I have tried to do in my life, I have tried with all my heart to do[2] well. What[3] I have devoted myself to, I have devoted myself to[4] completely. Never to put my hand to any thing on which I would not throw my whole self, and never to affect depreciation of my work, whatever it was, I find to have been my golden rules.

CHARLES DICKENS.

XVII.

Look not mournfully into the past; it comes not back again. Wisely improve the present; it is thine. Go forth to meet the shadowy future without fear and with a manly heart.

LONGFELLOW.

XVIII.

What men want is not talent, it is purpose; not the power to achieve, but the will to labor.

BULWER-LYTTON.

XIX.

Flag[5] of the free hearts' hope and home,
By angel hands to valor given,
Thy stars have lit the welkin dome,
And all thy hues were born in heaven.
Forever float that standard sheet!
Where breathes the foe that falls before us,
With freedom's soil beneath our feet,
And freedom's banner streaming o'er us?

JOSEPH R. DRAKE.

[1] *Whatever* equals *that which.*

[2] Is *that* or *which* the *object complement* of *to do?*

[3] *What* may be divided into what two words?

[4] Name the *object* of *to.*

[5] If *flag* is *independent*, all its *modifiers* must be analyzed with it and kept apart from the sentence proper.

XX.

How beautiful is the summer night, which is not night, but[1] a sunless, yet unclouded day, descending upon earth with dews, and shadows, and refreshing coolness! How beautiful[2] the long, mild twilight, which, like a silver clasp, unites to-day with yesterday! How beautiful[2] the silent hour, when morning and evening thus sit together, hand in hand, beneath the starless sky of midnight! From the church tower in the public square the bell tolls the hour, with a soft, musical chime; and the watchman, whose watch-tower is the belfry, blows a blast in his horn for each stroke of the hammer; and four times to the four corners of the heaven, in a sonorous voice he chants,—

"Ho! watchman, ho![3] twelve is the clock!
God keep our town from fire and brand,
And hostile hand! twelve is the clock!"

LONGFELLOW, in "A Swedish Night."

XXI.

The books which help you most are those which make you think most. The hardest way of learning is by easy reading; but a great book that comes from a great thinker,—it is a ship of thought, deep freighted with truth and with beauty.

THEO. PARKER.

XXII.

There is a pleasure in the pathless woods,
There is a rapture on the lonely shore;
There is society where none intrudes
By the deep sea, and music in its roar.
I love not man the less but Nature more,
From these our interviews, in which I steal
From all I may be, or have been before,
To mingle with the universe, and feel
What I can ne'er express, yet can not all conceal.

BYRON.

[1] Supply *which is*.
[2] What verb is understood?
[3] Supply a preposition to govern *twelve*.

XXIII.

A cheerful temper, joined with innocence, will make beauty attractive, knowledge delightful, and wit good-natured. It will lighten sickness, poverty, and affliction, convert ignorance into an amiable simplicity, and render deformity itself agreeable.

JOSEPH ADDISON.

XXIV.

Lives nobly ended make the twilights long,
And keep in tune God's nightingales of song.

B. F. TAYLOR.

XXV.

Ruskin's advice is: "Make yourselves nests of pleasant thoughts. None of us yet know, for none of us have been taught in early youth, what fair palaces we may build of beautiful thoughts, proof against all adversity. Bright fancies, satisfied memories, noble histories, faithful sayings, treasure-houses of precious and restful thoughts, which care can not disturb, nor pain make gloomy, nor poverty take away from us—houses built without hands for our souls to live in."

XXVI.

As we proceeded, the timid approach of twilight became more perceptible; the intense blue of the sky began to soften; the smaller stars, like little children, went first to rest; the sister beams of the Pleiades soon melted together; but the bright constellations of the west and north remained unchanged. Steadily the wondrous transfiguration went on. Hands of angels hidden from mortal eyes shifted the scenery of the heavens; the glories of the night dissolved into the glories of the dawn. The blue sky now turned more softly gray; the great watch-stars shut up their holy eyes; the east began to kindle. Faint streaks of purple soon blushed along the sky; the whole celestial conclave was filled with the inflowing tides of morning light, which came pouring down from above in one great ocean of radiance; till at length, as we reached the Blue Hills, a flash of purple fire blazed out from above the horizon,

and turned the dewy tear-drops of flower and leaf into rubies and diamonds. In a few seconds the everlasting gates of the morning were thrown wide open, and the lord of day, arrayed in glories too severe for the gaze of man, began his state.

EVERETT.

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172. LIST OF IRREGULAR VERBS.

Present.	*Past.*	*Past Participle.*
am or be,	was,	been.
arise,	arose,	arisen.
bear (to bring forth),	bore or *bare*,	born.
bear (to uphold),	bore, *bare*,	borne.
beat,	beat,	beat or *beaten*.
begin,	began,	begun.
bid,	bid, bade,	bid, *bidden*.
bite,	bit,	bit, *bitten*.
blow,	blew,	blown.
break,	broke, *brake*,	broken.
chide,	chid,	chid, *chidden*.
choose,	chose,	chosen.
cleave (to split),	cleft, *clove*,	cleft, *cloven*.
come,	came,	come.
do,	did,	done.
draw,	drew,	drawn.
drink,	drank,	drunk, *drank*.
drive,	drove,	driven.
eat,	ate, eat,	eat, *eaten*.
fall,	fell,	fallen.
fly,	flew,	flown.
forbear,	forbore,	forborne.
forget,	forgot,	forgot, *forgotten*.
forsake,	forsook,	forsaken.
freeze,	froze,	frozen.
get,	got,	got, *gotten*.

NOTE.—Old forms are printed in Italics.

Present.	*Past.*	*Past Participle.*
give,	gave,	given.
go,	went,	gone.
grow,	grew,	grown.
hide,	hid,	hid, *hidden.*
hold,	held,	held, *holden.*
know,	knew,	known.
lade (to load),*	laded,	laden.
lie (to recline),	lay,	lain.
ride,	rode,	ridden.
ring,	rung, *rang*,	rung.
rise,	rose,	risen.
run,	ran, *run*,	run.
see,	saw,	seen.
shake,	shook,	shaken.
shrink,	shrunk, *shrank*,	shrunk.
sing,	sung, *sang*,	sung.
sink,	sunk, *sank*,	sunk.
slay,	slew,	slain.
smite,	smote,	smitten, smit.
speak,	spoke, *spake*,	spoken.
spin,	spun, *span*,	spun.
spring,	sprung, *sprang*,	sprung.
steal,	stole,	stolen.
stride,	strode,	stridden.
strive,	strove,	striven.
swear,	swore,	sworn.
swim,	swum, *swam*,	swum
swing,	swung, *swang*,	swung.
take,	took,	taken.
tear,	tore,	torn.
throw,	threw,	thrown.
tread,	trod,	trod or *trodden.*
wear,	wore,	worn.
write,	wrote,	written.
weave,	wove,	wove, *woven.*

* Lade, *to dip*, is regular.

IRREGULAR VERBS WHOSE PAST TENSE AND PAST PARTICIPLES ARE ALIKE.

Present.	*Past.*	*Past Participle.*
abide,	abode,	abode.
bend,	bent,	bent.
beseech,	besought,	besought.
bind,	bound,	bound.
bleed,	bled,	bled.
breed,	bred,	bred.
bring,	brought,	brought.
burst,	burst,	burst.
buy,	bought,	bought.
cast,	cast,	cast.
catch,	caught,	caught.
cling,	clung,	clung.
cost,	cost,	cost.
creep,	crept,	crept.
cut,	cut,	cut.
dig,	dug,	dug.
feed,	fed,	fed.
feel,	felt,	felt.
fight,	fought,	fought.
find,	found,	found.
flee,	fled,	fled.
fling,	flung,	flung.
grind,	ground,	ground.
have,	had,	had.
hear,	heard,	heard.
hit,	hit,	hit.
hurt,	hurt,	hurt.
keep,	kept,	kept.
lay,	laid,	laid.
lead,	led,	led.
leave,	left,	left.
lend,	lent,	lent.
let,	let,	let.
lose,	lost,	lost.

Present.	*Past.*	*Past Participle.*
make,	made,	made.
mean,	meant,	meant.
meet,	met,	met.
pay,	paid,	paid.
put,	put,	put.
read,	read,*	read.*
rend,	rent,	rent.
rid,	rid,	rid.
say,	said,	said.
seek,	sought,	sought.
sell,	sold,	sold.
send,	sent,	sent.
set,	set,	set.
shed,	shed,	shed.
shoe,	shod,	shod.
shoot,	shot,	shot.
shut,	shut,	shut.
sit,	sat,	sat.
sleep,	slept,	slept.
slide,	slid,	slid.
sling,	slung,	slung.
slink,	slunk,	slunk.
slit,	slit,	slit, slitted
speed,	sped,	sped.
spend,	spent,	spent.
spit,	spit,	spit.
split,	split,	split.
spread,	spread,	spread.
stand,	stood,	stood.
stick,	stuck,	stuck.
sting,	stung,	stung.
strike,	struck,	struck.
string,	strung,	strung.
sweep,	swept,	swept.
teach,	taught,	taught.
tell,	told,	told.

* Pronounced *red*.

Present.	*Past.*	*Past Participle.*
think,	thought,	thought.
thrust,	thrust,	thrust.
weep,	wept,	wept.
win,	won,	won.
wind,	wound,	wound.
wring,	wrung,	wrung.

The following verbs are sometimes regular, and sometimes irregular, in the formation of their principal parts:—

Present.	*Past.*	*Past Participle.*
awake,	awoke, awaked,	awaked.
bereave,	bereft, bereaved,	bereft, bereaved.
blend,	blended,	blended, blent.
build,	built, builded,	built, builded.
burn,	burned, burnt,	burned, burnt.
cleave (to adhere),	cleaved, clave,	cleaved.
clothe,	clothed, clad,	clothed, clad.
crow,	crowed, crew,	crowed.
dare (to venture),	dared, durst,	dared.
deal,	dealt, dealed,	dealt, dealed.
dream,	dreamed, dreamt,	dreamed, dreamt,
dwell,	dwelt, dwelled,	dwelt, dwelled.
gild,	gilded, gilt,	gilded, gilt.
gird,	girded, girt,	girded, girt.
grave,	graved,	graven, graved.
hang,	hung, hanged,*	hung, hanged.
hew,	hewed,	hewed, *hewn.*
kneel,	knelt, kneeled,	knelt, kneeled.
knit,	knit, knitted,	knit, knitted.
light,	lighted, lit,	lighted, lit.
mow,	mowed,	mown, mowed.
pen (to inclose),	pent, penned,	pent, penned.
quit,	quit, quitted,	quit, quitted.

* Regular when it denotes the taking of life.

Present.	*Past.*	*Past Participle.*
rive,	rived,	riven, rived.
rot,	rotted,	rotten, rotted.
saw,	sawed,	sawn, sawed.
shape,	shaped,	shapen, shaped.
shave,	shaved,	shaven, shaved.
shear,	sheared,	sheared, *shorn.*
show,	showed,	shown, showed.
sow,	sowed,	sowed, *sown.*
spell,	spelt, spelled,	spelt, spelled.
spill,	spilt, spilled,	spilt, spilled.
strew,	strewed,	strewed, *strewn.*
strow,	strowed,	strowed, *strown.*
swell,	swelled,	swelled, *swollen,*
thrive,	thrived, *throve,*	thriven, thrived.
wax,	waxed,	waxen, waxed,
whet,	whet, whetted,	whet, whetted.
work,	wrought, worked,	wrought, worked.

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